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ABSTRACT

The report represents a preliminary study of a three-month consultantship intended to review field experiences in selected Latin American countries for teaching rural families home management/consumer education concepts and to collect materials based on experiences. A detailed account is presented of the projects visited in Mexico, Argentina, and Chile. Information collected through correspondence also is included on Brazil, Colombia, Peru, and Venezuela. Although interest in home management/consumer education is increasing in Latin America, many misconceptions exist about its meaning and importance. With the exception of Argentina, field experiences appeared as isolated cases rather than a part of a broader program. Important limitations were inadequate training of home agents and lack of educational materials/training aids. Suggestions are presented for developing units for teachers and change agents and kits for teachers and learners. Three suggested key concepts for program development are an integrated, interrelated, problem-centered approach. Approximately half of the document consists of six appendixes: list of contracts; sources of materials, references, and information; selected and annotated bibliography (Spanish references in Spanish); a copy of the data collection questionnaire (in Spanish); a consumer education essay; and an inventory of home management activities in Latin America. (EA)

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FOOD AND AGRICULTURE ORGANIZATION
OF THE UNITED NATIONS ROME

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NUTRITION INFORMATION DOCUMENTS SERIES No. 5

HOME MANAGEMENT AND CONSUMER EDUCATION IN RURAL DEVELOPMENT PROGRAMMES: LATIN AMERICA

Based on the

PRELIMINARY STUDY

of

Virginia Lattes de Cásseres
FAO Home Economics Consultant

FOOD AND AGRICULTURE ORGANIZATION OF THE UNITED NATIONS

Rome, 1972

ABSTRACT

Management is a universal function involving the process of decision-making for achieving goals and satisfying needs through effective use of human and material resources. The basis for truly managerial behaviour is conscious decision-making. The quality of family life depends upon the kinds of decisions families make and the way they assign their resources. The social elements implicated in the definition of development accepted by the United Nations cannot be achieved unless all persons learn some managerial skills, such as rational decision-making, goal setting, recognition of resources, planning, and evaluation. These skills can then be applied to all aspects of family and community living.

This is a preliminary study of a three-month consultantship on the subjects of home management and consumer education which aimed to review field experiences carried out in selected Latin American countries for teaching rural families some concepts pertaining to the subjects indicated and to collect materials used in the experiences. Data were collected during visits to Argentina, Chile and Mexico, through correspondence with persons in other countries, and by reviewing reports and materials available in the Regional Office in Santiago, Chile.

Interest in management and consumer education is increasing in Latin America, but there are many misconceptions about the meaning and importance of the field for improving quality of family living. Many of the experiences reported were isolated ones and few countries have programmes for rural families which pertain to these subject-matter areas.

Three major suggestions are made regarding inclusion of management-consumer education in rural development programmes in order to provide all family members with managerial concepts and skills needed for full participation in development. An integrated, interrelated, problem-centered approach is recommended.

This preliminary study will also serve as a source for further development of the management-consumer education conceptual framework, as well as various types of educational materials for use in Latin America.

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I. INTRODUCTION

A. Background

1. Origins of the Assignment

During the last fifteen years a great many diverse activities have been carried out in the fields of Home Management and Consumer Education in Latin America. Appendix V contains a list of them from 1957 to 1969.

Dr. Ruth Deacon, former Home Economics Consultant for FAO, made a survey of levels of living studies in Central America in 1967 and recommended that one or more family economics-management specialists be appointed to the Central America and Panama area.

The existence of a large set of materials on Home Management and Consumer Education collected throughout several years, made it desirable that they should be reviewed in order to appraise and consolidate them; also, a specific additional purpose was to organize these materials to make them of use to Spanish speaking audiences. Many of these publications were obtained as special contributions from the International Organization of Consumer Unions (IOCU).

The above factors alerted the Home Economics Service, Nutrition Division FAO, to the awakening interest shown by the Latin American countries in relation to these topics and to the possibility of making a contribution that could further stimulate and help develop such interest.

Thus, in December of 1970, Dr. Lattes was invited to fulfill a three-month contract as a Consultant on these subjects under a Special Services Agreement.

2. Terms of Reference

The terms of reference for this assignment were the following:

Purpose:

Preparation of materials for FAO publications in the areas of (1) Consumer Education for Families, and (2) Management of Family Resources based upon Latin American Experiences in the field. Specific examples were to be obtained from projects in Mexico, Argentina and Chile. The task was to be accomplished under the supervision of Dr. Linda Nelson, Associated Regional Home Economics Officer for Latin America, as follows:

1. Collection and compilation of materials, data and related experiences of home economists with rural Mexican families specifically in the Rural Productivity Programme of the National Productivity Centre, and in the Home Economics Extension Services of the Ministry of Agriculture.

2. In Argentina, collect information, materials and experiences in these two subjects through INTA.

3. In Chile, information and data to be collected from the Naipu Programme personnel, who had developed an IOCU/IICA consumer education pilot project, and other related projects known to Dr. Nelson.

4. With the help of Dr. Nelson, other available materials and experiences were to be compiled. This was to include information from reports, courses and communications received from various Latin American programmes.

5. When the visits had been completed to the satisfaction of the Consultant and Dr. Nelson, the materials were to be compiled and prepared for publication. This task was to be accomplished under the guidance of Dr. Nelson and final approval from the Home Economics Service of the Nutrition Division.

The decision as to the type of publication to be printed would depend upon the results of the study and materials collected.

3. Preparation of Reports to FAO

Two kinds of reports were submitted to FAO in Rome, the progress report and the final. The first served in July 1971 to clarify alternatives for the remaining activities to be accomplished. The second one was done following the outline and guideline agreed upon.

4. Work on the Annotated Bibliography

Besides the data gathering activities mentioned in the terms of reference, Dr. Lattes devoted time to reviewing part of a large collection of home/management-consumer education publications accumulated personally by Dr. Linda Nelson and by herself throughout years of professional contacts with various programmes and institutions in Latin America and in the U.S.A.

Mrs. Florence Mason, Special Secretary for the International Organization of Consumers Unions (IOCU) has been a generous provider of materials from various sources both within the U.S.A. and from other countries.

The annotated bibliography annexed to this report (Appendix III) is based on the above mentioned review of printed materials. The materials were classified by languages: Spanish, Portuguese and English. More time was dedicated to reviewing materials in Spanish, as the aim was to prepare a bibliography which would be of use to Spanish speaking audiences in Latin America. Because materials in Portuguese were few in number and because they can usually be read by Spanish speaking persons, they were classified with the Spanish materials.

They were then classified in broad category titles such as: foods and nutrition, housing, consumer protection. As many publications as time permitted were reviewed and a card with annotations prepared for each.

Annotations for the materials included in the bibliography are presented according to the classification system devised. The system is not considered complete at this point and will need to be further refined and possibly expanded.

B. Conceptual Framework

This section deals with the need to establish and discuss two major ideas: first, the main concepts related to home management and consumer education; second, the relationships and importance of these two fields to family life improvement and rural development. The discussion that follows is an attempt to make meanings more precise and the report more useful.

1. Concepts of Home Management and Consumer Education

The simplest definition of management is using what is available to the person or family in order to achieve what is desired. What is available to people are resources (both human and material, belonging to the family as a group and its individual members and to the community), and what people desire are their goals (short-term, intermediate or long-term).

What people specify or define as their goals emerges from what they need (i.e. from all categories of needs as specified by Maslow 1/) and from what is most important to them, their values.

Values are influential in determining choices made by the manager and the consumer. But there are other factors that also have an influence on management and consumption decisions, i.e., goals, resources, previous decisions, habits and routine, information, advertising, status and imitation and availability of goods and services.

Resources are means or tools a person, family or nation can utilize in order to achieve ends. Good management must take into account all resources available and combine them in effective patterns in order to reach the goals. Thus, full perception of resources and a clear definition of goals are indispensable for effective management.

Management is "that universal function which utilizes the process of decision making for the realization of values and goals through effective use of human and material resources". Home management is "the process of deciding what is important to a family and using wisely the many resources available in order to reach the decisions".2/

Home management and consumer education are closely interrelated, since in both the central element is decision making. In home management decisions can be social and economic, while in consumer education they will be mostly of an economic nature.

The President's Committee on Consumer Interests defines consumer education as:

> " ... the preparation of the individual in the skills, concepts and understandings that are required for everyday living to achieve, within the framework of his own values, maximum satisfaction and utilization of his resources".3/

Consumption refers, therefore, to the use of the various goods, services and natural resources available in any part of the world. In this broad context, all rural Latin American families are consumers, even if they do not participate fully in the commercial world.4/

1/ Maslow, Abraham, H., Motivation and Personality. (New York: Harper and Row, 1954), pp. 80-92.

2/ Lattes-Cásseres, Virginia, "Teaching Home Management through Simulation and other Methods. An Experimental Study" (unpublished Ph.D. dissertation, College of Education, Michigan State University, 1968), p. 9.

3/ Extracted from a personal letter sent by Florence Mason to Linda Nelson on March 17, 1969.

4/ Nelson Linda, "Consumer Education", Paper presented to a Consultation of the Freedom from Hunger Campaign. (Caracas, Venezuela, October 1970), p. 1. (Appendix VI).

Decisions as a Key to Management and Consumer Education

"The crux of management is considered to be the decision-making process, which is the basis for all truly conscious managerial behaviour".5/

The main types of decisions can be identified in the family setting: (1) economic decisions, originated by scarcity of resources and conflicting goals, and (2) social decisions, originated by conflicts in values and goals in the family group. Both kinds of decisions are important because of the way they influence the quality of family living.

The process to be followed in making a decision varies according to the nature of the content: economic or social.

Economic decision making is

> "... a mental process which includes several sub-processes: (1) recognizing that a problem exists; (2) looking for alternative solutions; (3) appraising the alternatives; (4) making a choice; (5) implementing the decisions and accepting responsibility for the outcomes".6/

Social decisions are concerned with establishment of policies, with value selections, with definition and integration of roles and with change; they are not oriented by specific, well-defined goals. The process of making social decisions is one of ordering and establishing direction for change. They are not only more difficult to make than economic decisions, but they also reach farther into the future of families and communities.

Social decisions appear necessary when there are conflicts of values and wants among members of a family or any group. These decisions proceed towards an integrative solution, resolving the conflicts by modifying them and/or by transforming the problem. In this case, it is not a matter of selecting one alternative from among several and rejecting the others with rational criteria, as happens with economic decisions. In an economic context, rational decision makers use resources most efficiently in order to meet specific goals.

According to Price,7/ rationality may also mean identifying and using methods to promote an effective solution to conflicts, in which case rational social decisions are not only possible but definitely desirable.

2. Relationships and importance of home management and consumer education for family life improvement and rural development

Due to increasing commercialization all over the world, consumers in many places are faced with multiple choices in the marketplace. What they elect to buy or to use will affect the quality of their life and other economic and social mechanisms within the society.

Since advertising through mass media reaches many areas of Latin American countries, rural families are subject to pressures to buy prestige items, to employ consumer credit, to desire more and newer material goods as well as better services and new experiences.

5/ Lattes-Cásseres, loc. cit., p.3

6/ Lattes-Cásseres, loc. cit., p.9

7/ Price, Dorothy, Z., "Rationality and Role of Social Decision Making in Management". Proceedings 1968 Western Regional Workshop College Teachers of Home Management. (Corvallis, Oregon: Oregon State University, 1968), p.9

Every instance of consumption requires a decision or selection. In developing countries, families with limited resources need to be particularly careful when making consumption decisions, however there is evidence which indicates that the motivations of the consumer are far from rational or conscious. Consumption decisions, as well as management decisions, are frequently automatic results of habits, routine or traditions, and not truly conscious decisions. Very often they are made with little information or without consideration of the credibility or completeness of the information available.

The less educated and less sophisticated rural groups in developing countries are often prey of lenders who follow usury practices. Such groups tend to receive less quality and quantity of goods for their money and they do not obtain the maximum use of their possessions. Furthermore, they are afraid of asking for information before committing themselves. In these, as well as in many other ways, they make poor use of resources available to them, including health, education, and protection services provided by the government.

An answer to many of these problems lies in educating people, in addition to being producers also to be good managers and wise consumers.

Management in the home has two main purposes:

a) To allow satisfaction of family members' needs, wants and goals in the most effective manner,

b) To facilitate the processes indispensable to healthy human growth and development.

The goal of home management and consumer education is to prepare each citizen, individually and in groups, to be able to make rational decisions taking into account values, goals and resources each time he is confronted with a selection. The outcomes are related not only with individual satisfaction but also with family and community well-being.

Home Management and Consumer Education in Development

The Eleventh FAO Regional Conference for Latin America recently approved unanimously the recommendation that development must be understood as more than growth restricted to quantitative increase of production. The Conference stressed the United Nations recognition:

> "... that development is a broad concept implying redistribution of income and of production resources and broad participation of all sectors of the population in social and political institutions. In Latin America, development must be approached as a process of structural change entailing not just increased production but also institutional change with the creative participation of all the population."8/

Since development is not only an economic process, but has important social elements as well, one of its purposes is also to attain better quality in family and community living. Education, used wisely, constitutes an appropriate means toward this aim. For development to occur, it is necessary to educate the people so they will become critically conscious of the world which surrounds them, will learn their roles and responsibilities as contributing members of society and their potential for modifying society.

8/ FAO Regional Conference for Latin America. 11. Venezuela, October 1970. "Report of the Technical Committee on Agrarian Reform". p.19. Annex. (LARC/70/10. Rev. 1), pp. 12-13.

In summary, the education of the family as a group and its individual members within the framework of development has the following aims: to become better managers of their resources and those of their community: to clarify their values and goals in relation to those of their society; to make rational and informed decirions; to perceive new alternatives for themselves and for their community; and to participate willingly and positively in groups and institutions. These objectives have the possibility of being achieved by means of programmes centered on management and consumer education.

II. SELECTED EXPERIENCES IN LATIN AMERICA IN HOME MANAGEMENT AND CONSUMER EDUCATION

Here is contained a detailed account of the information the Consultant was able to collect by means of visits, interviews, correspondence and review of printed materials.

The information presented reports mainly on programmes and methods of teaching home management and consumer education to rural people in selected Latin American countries.

This report is divided in two sections: the first one includes information from all the countries visited by the Consultant, presented in chronological order: Mexico, Chile and Argentina. The second section presents the information gathered from persons in countries that could not be visited; this information was collected mainly through correspondence and review of various kinds of reports available in the files of the FAO Regional Office in Santiago. Countries are presented in alphabetic order in this second section.

A. Information collected and compiled from countries visited: Mexico, Chile, Argentina

Mexico

In Mexico, information was collected from two main sources: the Programa Campesino del Centro Nacional de Productividad (Rural Productivity Programme of the National Productivity Centre, PCP) and the Servicio de Extensión Agrícola (Mexican Agricultural Extension Service, SEA).

Programa Campesino (PCP)

1. Introduction

Through special arrangements between the National Productivity Centre and the Inter-American Institute of Agricultural Sciences of the O.A.S. (IICA), Dr. V. Latto de Cásseres advised their Rural Productivity Programme for one and a half years (1969-1970). Her counterparts were Miss María Teresa Gamboa who holds a B.S. in Home Economics from the University of Puerto Rico and Mrs. Libe Andzita de González, who has a B.S. in Education (as well as experiences in education and community development in several countries).

An education unit and audiovisuals on home management and consumer education for training field extension workers was developed and tested as part of a course for training social change agents working with rural families. The course was tested experimentally with two groups of women extension agents in order to insure its effectiveness. The educational level of the participants ranged from elementary school to nearly completed university programme. After the experimental courses, a few modifications were made and the materials were revised for publication. According to recent information, the materials are available for sale in Latin American countries.

2. Content of the course

Three subjects were chosen for this training course:

a) Home management-decision making, which includes the concepts of values, goals, standards, resources, decisions and money management.

b) Consumer education, with the concepts of consumer education, factors that affect cost of products in the markets, food consumption at the family level, consumer credit, textiles and clothing, and buying of furniture and electrical equipment.

c) Family relations-human development, including definition and types of families, functions of the family, changes affecting family life, family life cycle, development tasks and roles of family members, personality formation, socialization process, preparation of the child for school, and the family and the community.

Several reasons were the basis for the selection of these subjects:

a) they are considered of great importance for helping rural women become better managers, increasing their ability to participate actively in the socio-economic changes occurring in Mexico and in other developing countries, and for rearing healthier and more productive children, better suited for life in a changing world.

b) these subject-matter areas had not been developed systematically in the Home Improvement Programme of the Ministry of Agriculture nor by other institutions working with rural families in Mexico; and

c) because there were very few materials, if any, prepared for training Mexican change agents in these subjects, duly tested with regard to their teaching efficiency and suitability for local conditions.

3. Organization and elements of the course

As mentioned, the course is divided into three units. They can be taught independently or else two or three can be offered in sequence. The whole course of three units requires from 100 to a 110 hours to present. The home management unit requires 42 class hours, the consumer education and the family relations units require 33 and 32 class hours.

Three types of materials were developed for each of the units.

a) Teaching guides (for the instructor) for each of the concepts selected. These guides are organized in a four-column format, indicating learning objectives, content or information to be learned, learning experiences and teaching aids.

b) Reading material for the students. A short simple paper was written for each of the concepts in the unit. Besides that, some papers were selected from other authors outside the PCP. These papers, bound together, are distributed free of charge to students attending the PCP course in Mexico.

c) Teaching aids. The following kinds of aids were designed and tested:

(i) Film: "El Mirasol. Toma de Decisiones en una Familia Campesina". (El Mirasol. Decision Making in a Rural Mexican Family). A 12 minute color film, with sound. 16 mm. This presents a real case and describes the effects a central decision has on the lives of the members of a family in a small rural community.

(ii) Slides: Three series were prepared on the following subjects:

- Values of rural families (series of photographs to illustrate specific values).
- Resources of rural families (similar to above).
- Decisions. This is a series of 27 colour slides, with script available in writing and taped. Presents a definition of decisions, their universality and importance, types of decisions, and the mental process to follow when making economic and social decisions.

(iii) Flannelgraphs: The subjects covered are the following:

"Standard of Living" and "Home Management", both for use in the home management unit.

"The Three Groups of Foods", "Any Milk is Good Milk" for use in the consumer education unit.

"Family Life Cycle", for use in the family relations units.

(iv) Diagrams: (for use in posters or on blackboard)

"Spiral Model of the Management Process" (home management unit)

"Supply-Demand-Price Relationship" (consumer education unit)

"Roles of Family Members throughout the Family Life Cycle" (This and the remaining diagrams are for use in the family relations unit)

"Homemaker's Use of Time in Two Different Stages of the Family Life Cycle"

"Personality Star"

"Inter-relationship of Factors Affecting Personality Formation"

(v) Posters and flipcharts: Several were developed for each of the three units.

Besides the teaching aids developed for the course, some other materials, such as films, were selected from other sources. The teaching guide for each concept indicates in detail the aids employed with suggestions on how to get them and how to use them.

Aside from the teaching guides and audiovisuals, it was necessary to prepare an instruction manual to help future instructors interpret each of the elements of the course, particularly to understand its organization, the educational approach used, and the way to handle the different teaching techniques and materials.

4. Some characteristics of the course developed

The following are some of the characteristics that determined the great acceptance and effectiveness of the course in Mexico:

a) The content selected. The subject matter areas included are key ones for helping women become more rational, better managers, better prepared to participate in the change processes affecting homes, farms and communities as well as to rear healthier children and responsible citizens for their country. Some experiences of the Puebla Plan and of the High Yielding Corn Programme of the Agricultural School at Chapingo have indicated that in many cases rejection of agricultural technical innovations can be traced to the wives. It is therefore very urgent to prepare women to accept new ideas more readily through development of more rational decision-making patterns.

b) Philosophy. This course is based on the belief that the teaching of manual skills, so common in rural extension programmes, does not constitute an end but only a means; the purpose is to educate families to improve their levels of living through better management, through the creation and effective use of human, material and institutional resources and through the optimum development of all family members.

This course emphasizes the need to help families develop certain intellectual abilities and to change basic attitudes, giving indications on how this purpose can be achieved via many of the activities home agents currently carry out with families in their extension work.

c) Educational design. The basic psychological principle that every person learns by himself through an internal individual process served as the criterion for the selection of learning experiences and teaching techniques; a variety of situations was created in which participants could become deeply involved; the role of the instructor is to facilitate this individual learning process, and he is provided with the various elements needed to accomplish the task effectively.

Because of the abstract nature of much of the content of this course, which makes it difficult to communicate to people with little formal education, it was necessary to use materials and experiences that would facilitate both the communication and the grasping of the concepts; for this purpose, analysis of different types of cases proved very effective as well as the proper use of the variety of audiovisuals incorporated as teaching aids.

d) It was developed for Mexico and its culture, instead of translating some units prepared in more advanced countries. The authors believe that with some adaptations, many of which are indicated in the Teaching Guides already published, this course can also be useful in other Latin American countries.

5. Evaluation

Evaluation of the project and the course can be both quantitative and qualitative.

Using the first approach, reference can be made to the number of times the course was taught throughout Mexico by the PCP permanent team, eight regular courses up to June 1971, with a total of 280 participants belonging to 15 different institutions. Besides the regular course, an instructor's course, developed also by Dr. Lattes while acting as Consultant for PCP, has been taught three times, training 31 Mexican change agents from different institutions. These new instructors are also teaching the course, or certain aspects of it, to field personnel in their organizations.

The other effects to consider relate to the impact the course has had on those participating in it, producing outcomes of cognitive intellectual learnings of the chosen concepts as well as changes of attitudes both in personal and in professional areas. The participants became very interested in the subject-matter and the Federal Extension Service as well as many State Services are now planning to include related topics in their programmes with rural families.

The PCP carried out during the latter part of 1971 an evaluation of the effects of the course through questionnaires sent to those change agents who have participated in them. Results will be available when the data are compiled and analized.

6. Materials available for sale

Some of the components of the course will be available in Spanish for sale to interested persons throughout Latin America. These components are:

- Teaching guides for each of the three units, bound by unit. (three separate publications)
- The methodology manual
- Audiovisuals, such as the film and the sets of slides.

Diagrams for posters and flannelgraphs are included with the teaching guides in order that each instructor may make his own copy of them.

Inquiries can be addressed to:

Ing. Abdo Magdub M.
Jefe, Programa Campesino de Productividad
Rio Nazas 23-902
Mexico 5, D.F., MEXICO

7. Agricultural Extension Service (SEA)

Home Economics Agents and Supervisors reported their experiences on the application of home management and consumer education knowledge in the field. This personnel had a maximum of normal school (secondary level) education, plus various kinds of in-service training courses or workshops, and varying lengths of field experiences.

Most of the information gathered was collected by personal interview with home agents and/or supervisors. With the help of national staff members of the Federal Extension Service in Chapingo, preliminary information was gathered from States which had conducted activities in home management or consumer education. Few States had any such activities, but several had plans to include them in their 1971 field programmes. A short letter and a questionnaire included was also sent to the home economics extension personnel, agents and supervisors; however only a few responded (Appendix V).

The following is a summary of activities reported by the home economics extension personnel.

1. Miss Elia Cruz G. Home Demonstration Agent in the State of Mexico attended the first PCP course in 1969, after which she introduced some consumer education ideas into groups of rural women and girls, in conjunction with her work programme.

a) These activities were carried out in the community of Xometla. Following suggestions from Dr. Lattes (at that time Adviser for the PCP) she developed a series of consumer education activities in relation to the weekly appearance of the CONASUPO market-truck in the village. CONASUPO is a government institution which has a network of stores in urban areas and markets-on-wheels for rural areas which offer staple foods, clothing and small equipment at low prices to low income families. Miss Cruz organized the rural women in the village, who made a petition in order to have the truck stop at Xometla on a certain day of the week. In connection with this event the home agent gave some demonstrations and talks to the shoppers on the topics of planning before shopping, storage of foods in the home, planning family meals and preparations using wheat flour. Attendance included 50 members consisting of the homemakers's club as well as other villagers. Systematic evaluation was almost non-existant. Although the visits of the truck were interrupted after two months, Miss Cruz judged the experience successful in terms of the interest of the people in having the truck reassume the weekly stop at Xometla. Teaching aids used were real objects and its flipchart.

b) In the same community, the local group of girls asked her to teach "Selection and care of textiles" as a complement to their skills in sewing. The topic was developed through an informal talk, using the blackboard and samples of materials as teaching aids. She reported the group appeared interested during the activity.

c) At the homemakers' club (24 members, including married women and younger girls) of the village of San Pedro, she gave a talk on the subject "Personal and Family goals"; she reported that later some of the women asked her questions related to the achievement of specific goals, which can be considered as a measure of interest and understanding.

d) With the same group, in a demonstration on tomato canning she introduced concepts of quality of different vegetables as a criteria for selection. She illustrated these concepts by using real vegetables in the demonstration.

In all of these groups talks on planning nutritious family meals, together with demonstrations on food preparation were presented.

Rural women in the communities in which Miss Cruz worked were functionally literate, but with only a few years of schooling (maybe two or three).

2. Miss Clemencia Colín, Home Demonstration Agent in the State of Mexico also attended the first PCP course in 1969. She reported on activities carried out after that.

a) In San Miguel Tlaxpan, community in the vicinity of Chapingo where people had an average of three years of schooling, she developed a course on canning of fruits and vegetables, with weekly meetings from August 1970 to January 1971. In the course she introduced some consumer education topics: nutritional value of foods, planning for food shopping, selection of fresh produce, storage of foods, both canned and fresh, cost comparison of home canned and commercially canned fruits and vegetables. The techniques used were method demonstrations and talks, with a blackboard as sole teaching aid. She emphasized utilization of home produced vegetables and fruits or else canning what was in season at the local markets.

At the time the Consultant interviewed her she had not finished the course, and no attempt at evaluation had been made that far.

b) At the community of Boyeros, also in the vicinity of Chapingo, she worked with 52 members of the homemakers' club (grouping adult women and single girls). Using a series of five talks, she introduced the following topics: planning for food shopping, comparisons of price and weight, selection of products taking into account size and weight, promotion sales, consumer credit in buying clothes and equipment, keeping a record of family expenses on daily and weekly basis.

The majority of people in Boyeros had secondary level education (it ranges from 7 to 9 years of formal schooling). Miss Colín reported people had expressed interest in continuing with activities on these subjects. She, as well as Miss Cruz, believe that the more educated homemakers tend to develop a greater interest in home management.

3. Mrs. Josefina Jaimes. Home Demonstration Agent in the State of Mexico, attended a PCP course early in 1970.

She had worked for five years at the village of San Marcos Chihuacaltepec near the State Capital of Toluca, both with adult homemakers and young people. As part of the housing improvement programme of the Extension Service, these families are changing from cooking on the floor (fogón en el suelo) to a raised wood cookstove (fogón en alto) and more to gas or kerosene stoves, since wood is scarce and expensive. Mrs. Jaimes provided the families with orientation on consumer credit, made arrangements with commercial firms in Toluca to obtain reasonable prices, and convinced the State Extension Service to serve as co-signer for the whole homemakers' club. At the time she was interviewed, there were plans for some of the San Marcos housemakers to become members of the State Extension Service Credit Union. Such participation helps them to avoid buying their equipment on credit, which in some cases, doubles the cash price.

With the families who had already changed their cooking equipment, Mrs. Jaimes had helped them calculate how much they spent when cooking with gas or kerosene and how long it would take them to pay for the improvements made. Comparison were most educational.

This project was carried out through meetings of the homemakers' group, through home visits and conversations with family members. No formal evaluation was made.

Most of the men in the community work outside of the community, either as factory or construction workers; and the women in addition to their homemaking conduct agricultural responsibilities.

The majority of the families receive an income ranging from $4,800 to $15,000 Mexican pesos a year (US$ 400 to $1,250 approximately). Almost 50% of the money income is spent for food; other high expenditure items are: 9.60% devoted to savings, and 9.16% spent for recreation and celebration of the village Patron Saint's Day. With the exception of clothes with 6.84%, none of the other items reached 5% of the total yearly expenditures. Consumer

credit is used for clothes (23%), agricultural materials (inputs) (23%) and equipment (8%). All foods are paid for with cash. (*)

Mrs. Jaimes was interested in having a CONASUPO market-truck stop at San Marcos once a week on a regular basis to facilitate food shopping at low cost.

4. Miss Inocencia Torres. Home Demonstration Agent in the State of Mexico, attended a PCP course in February of 1970. The consultant visited her at an Ejido (land reform settlement), called Loma del Salitre, in January 1971. This is an isolated community, with poor roads and lack of public transportation. People have to travel 42 kms. to Toluca for shopping for their needs. In September of 1970 this Home Agent organized a cooperative with members of the local Homemakers' Club; the Club make school supplies available to all children in the community at low prices. The Home Agent introduced some aspects of consumer education in this project, for example, 1) the need for planning before shopping, 2) comparing prices at different stores before buying, and 3) keeping account of money spent for each item.

It is most interesting to note that many of these women had never been to the city of Toluca before. On the first shopping trips Miss Torres went with them in order to help them get there and teach them step by step what to do and how to proceed.

The 82 family community is agricultural(**). Piped water and electricity were to arrive soon to the area; this would create many other opportunities for consumer orientation and education.

5. Miss Reyna Sánchez C. Home Demonstration Agent in the State of Mexico, attended the first PCP course in 1969. Information on her activities was provided to the Consultant by the State Supervisor, Miss Rosa María Rodríguez.

In the community of Zaragoza, Miss Sánchez has developed an active home improvement project, that involved improving houses as well as building new ones. Examples of housing improvements carried out there are: rebuilding walls and roofs, building smokeless wood cookstoves, adding new rooms, bringing piped water into the house, opening doors and windows. The population in the village are "mestizos" (mixed-blood, Indian with white) who speak Spanish.

Credit was necessary to finance the building materials, thus Miss Sánchez made arrangements with a commercial firm in Toluca (capital city of the State of Mexico, 35 kms away from the community) which sold building materials to the villagers on a two-months credit system. At the beginning, the State Extension Service served as co-signer, but, because of the good returns obtained from the first groups, later on Miss Sánchez's word was sufficient recommendation. The credit was given to the men, but on the condition that the family would form part of an Extension group. According to the report received from the State Supervisor, credit was paid promptly and in full.

Miss Sánchez also covered other topics with groups of homemakers and young girls, such as: 1) how to make better use of time in homemaking activities (especially in food preparation), 2) nutritional value of foods, 3) making floral arrangements and other crafts for sale (the product was used to pay for the housing credit received), 4) preservation of fruits and vegetables (part of them were consumed in the homes, part were sold).

(*) These figures were provided by the Home Agent from a study done in the village.

(**) A new village was being built on a concentrated pattern with the State Government's help and the people's efforts. (families there had previously lived isolated in their own plots of land).

Teaching techniques and materials used were: 1) methods demonstrations; 2) talks, 3) visits to houses already improved; 4) community exhibits of crafts and canned foods prepared by the women, 5) posters used for various purposes, such as informing the community about meetings, or reporting to them on the number of houses already improved, and 6)exhibition of the film "Trabajando Juntos" ("Working Together"). This described what extension work is and what it can mean to the people.

6. Mrs. Elia Valadez de Zapata. Home Demonstration Agent in the State of Yucatán attended a PCP instructor's course in April 1970. The Consultant established contact with her by mail early in 1971.

After the PCP course, she introduced home management and consumer education concepts in her work at the rural community of Villa de Baca. She reports the socio-economic level of the community was low; the group she worked with on these topics was formed by 13 young girls and two married women, with an average 4th grade education.

Content: Home management topics developed were related to values, goals, standards and resources. In consumer education, she introduced, to the group, 1) elements related to selection and buying of various articles for the family; 2) how to recognize a real offer from a fraud at stores, on the basis of price, quality, weight; and 3) making use of community services available to families.

Methodology: Teaching techniques used were talks, analysis of case studies, and written exercises. It is interesting that this Home Agent reports to have used with success case studies, which she read aloud to the group, asking them to identify from the story values, goals or standards. The cases she used were the same selected from the PCP course, that is, three short stories from Mexican literature, and one family described in a publication of Oscar Lewis.1/

One of the written exercise was to answer the question "If you win $1,000 in the National Lottery, what would you do with the money?" Anonymous answers were then discussed with the group in order to identify some of the underlying values. In another session, the participants were asked to write examples of some of their own personal short-term and long-term goals, which they were able to identify and distinguish. At a later meeting, Mrs. Zapata asked the participants to write down the standards of a family well-known to them, such as those related to a "clean house", "good food", "have a good time", "dress well"; she read the reports and estimated they denoted understanding of the concept. In another situation, after explaining in general terms what resources are and the kinds of resources which are available she asked the participants to write down a list of those community resources available at Villa de Baca, as well as within their own family.

Teaching materials used in these activities were flannelgraph, posters and blackboard.

Evaluation: Mrs. Zapata considered that the meetings were successful in terms of the understanding evidenced by the group through their verbal participation and written exercises. She had no information regarding actual adoption of certain recommended practices.

7. Miss Litilia Galindo L. Home Demonstration Supervisor for the State of Guanajuato reported to the Consultant on activities carried out there in 1970, and earlier. Miss Galindo attended a PCP instructor's course in April 1970.

Five Home Demonstration Agents carried out various activities related to home management and consumer education in six different communities. The number of families living in the communities who benefited from these activities were 150 out of the 1,470.

1/ Lewis, Oscar. Five Families (New York: Basic Books, 1959.)

Activities were carried out with groups of young girls in Youth Clubs and women in Homemakers' Clubs. The women who participated had an average of 3rd grade education. There were other activities, not specified here, where there was participation of males, fathers and sons.

The following are brief descriptions of the specific projects carried out. There was no information available on the number of communities included in each case.

a) Work organization

Work organization activity refers here to organization of homemaking activities, teaching the homemaker to delegate certain tasks to other family members, particularly to the daughters, who traditionally help the mother in Mexican rural families. The sons, from the time they are six, work in the field with the father, and thus apparently do not help much at home with household chores.

This activity was carried out by means of home visits to the homemaker, and success was limited.

b) Work simplification in the home

Household work is traditionally a responsibility of mothers and daughters, with little participation from the males, although women collaborate in agricultural activities, particularly during planting and harvesting. Heavy tasks, like carrying water and gathering wood, are done by women except when distances are exceptionally great. Although it would seem that work simplification should arouse interest in the women, the report is that it commanded little interest and few adoptions, unless it related to ideas for making the home more attractive.

Topics developed in this project were:

- Arrangement of beds and furniture in order to facilitate cleaning and ordering tasks.
- Simplified ways of washing and ironing clothes that would also make them last longer.
- Storage of clothes in low cost housemade furniture, instead of hanging them from nails on the walls.

No information is available on the specific techniques employed in this project.

c) Home equipment and furnishings

Some new equipment and furnishings were built by the women, such as: cupboards, screened boxes for storing foods protected from insects, cooling boxes which use damp clothes to replace ice or other refrigerants, raised smokeless wood cookstoves (wood was available in the region), and beds and closets.

Activities were also carried out to reorganize the equipment families already had in the kitchen, taking into account work simplification principles, as well as teaching them to make correct use of and take proper care of the equipment.

The project was developed with women on an individual basis since it was hard to bring them together due to distances. Techniques included method and result demonstrations and distribution of some pamphlets. In addition to the families with whom activities were carried out directly (25 families in six communities) and who adopted the practice, this project also aroused interest in another small group of women.

d) Storage of clothes, foods and equipment

Several kinds of activities were carried out in relation to storage, such as: 1) constructing kitchen cupboards and improvised closets, 2) learning to preserve fruits and vegetables produced on the farm or available at low cost in the local markets, 3) industrializing milk in the form of cheeses, milk liquor and "cajeta" (a sweet spread made out of milk boiled with sugar), and 4) industrializing pork meat in various ways (that is in the pork raising region of Mexico).

These activities were carried out in four communities with marked success, except for the fact that people consumed immediately the milk and pork products they had prepared.

e) Creation and use of community services

This interesting project referred specifically to one community resource, existing in some rural communities, the Community First Aid Centres (Botiquines Comunales); which the Ministry of Health provides with some medicines and first aid equipment or materials. As health constitutes an important problem particularly in communities with no resident doctors or nurses, the Home Agents organized the villagers to form the first aid centres in those communities that did not have medical staff. At the same time, they taught first aid classes to women and they in turn selected one of the most able and willing trained persons to be responsible for the Centre.

Teaching techniques employed in this project were: 1) first aid method demonstrations and practices; 2) home visits to individual women; 3) social activities involving all the community to raise funds to buy supplies for the Centre, and 4) tours to other communities involved in similar projects.

Various teaching materials were utilized, such as flipcharts, posters, first aid equipment, and first aid transparencies to motivate people (used in those communities with electricity). Miss Galindo allowed the Consultant to produce some of those transparencies depicting groups in first aid classes.

Miss Galindo informed that the tours to other villages, where first aid demonstrations were presented by local persons, and projection of the colour slides were the most successful teaching techniques observed in this project.

f) Construction of washstands

In many Mexican communities when women wash clothes in rivers and streams they assume a back breaking kneeling position and drying is done on bushes, stones or barbed wire fences. It is easy to imagine all the problems involved in this situation concerning health, expenditure of energy and duration of clothes.

One of the six Home Demonstration Agents designed a mold for washstand that had not only the proper area for washing but also a deposit for clean water and a storage section for dirty clothes. With the mold, a movable cement washstand could be built at low cost for about $50 Mexican pesos (US$ 4.00). The manual work was done by the families themselves.

Women who adopted this practice placed the washstands under a shade, close to the house; and since running water came into the houses through only one faucet, they extended it to the washing area by means of long rubber or plastic hoses. Some changed to hanging clothes to dry on smooth, wire clothes lines.

Techniques and materials employed were: group meetings to arouse interest, show the mold and discuss the cost of building the washstands; method demonstrations to homemakers, method and result demonstrations for villagers and Home Demonstration Agents from other communities to show how to build them.

Evaluation: no information is available on the number of adopters, but reports are that women became enthusiastic about having and using these washstands; they even became prestige elements for the homemakers, who use them with pleasure and protect them carefully while not in use. People from other communities became interested, thus there was diffusion to other communities and even to another State.

Chile

1. Background

Information has been gathered regarding a "Proyecto de Educación del Consumidor" (Consumer Education Project) carried out on a trial basis in two land reform settlements near the capital city of Santiago. Several Institutions were involved: IICA (Inter American Institute of Agricultural Sciences), SAG (Agricultural and Livestock Service), CORA (Land Reform Corporation), CU (Consumers' Union, U.S.A.) and FAO. It is the first experience of its kind carried out in Chile.

When the Consultant arrived in Santiago in March, she found that the two Chilean Home Economists in charge of the project had made only a draft of a report. Thus, she had to devote time to orientating them concerning how to prepare a report so that an acceptable publication would come out of the experience. A first publication, dealing mostly with the theoretical aspects is now available.(*) A second draft is now being prepared. The purpose, in this case, is to present a useful tool for those professionals or paraprofessionals interested in developing consumer education topics with families in Latin America. It will include selected lessons taught and explain the methodology used in the Chilean experience.

The field experience referred to was carried out during 1970, (January to October), with two groups of women in mothers' centres (Centros de Madres), Twenty eight weekly meetings were held with each group, but information is available only on the activities completed with one of the groups.

2. Purpose and Objectives

The overall purpose of the project was "to try methodology that would help identify strategy for incorporating the rural family in development" (p.46)(*).

The general objectives were stated as"helping the women to 1) become familiar with a different methodology than that to which they were accustomed (refers to a change from traditional extension methods; 2) learn to make more rational decisions; 3) acquire a critical conscience of their reality through identification of family consumer problems; and 4) obtain a first approximation towards focusing the solution of many of their problems through a projection to the community". (pp-46-47)(*)

Specific objectives were to get the participants to: 1) "Identify their problems as consumers; 2) know prices of products; 3) know all the food shopping places in the surrounding area and in the closest city (Talagante); 4) employ quality as a criteria in selecting what to buy; and 5) become aware of the existence of other family resources besides money income". (pp.47)(*).

(*) Tasso P. Oriana., Proyecto de Educación del Consumidor. Santiago, Chile: Instituto Interamericano de Ciencias Agrícolas. 1971. 97 p. (mimeo). All page numbers cited in this section refer to this publication.

3. Content

The author summarizes the contents taught in the project as "markets available to participants; prices; planning for shopping; use and management of products. All of this was related mostly to foods and clothing for the family". (p.23)(*). Actually the educational content appears only briefly in the publication available, and is poorly stated in the lessons, which the consultant was able to review. This seems to be a weak aspect of the project.

4. Methodology

The most interesting feature of the experience is the methodology the two Home Agents used in order to help these rural homemakers become more rational decision-makers. An important change in the methodology consisted in shifting the focus from a teachers-centered approach 1/ to a participant-centered approach. Thus, the rural women had opportunities to become actively involved in the learning process through discussions, comparative shopping and analysis of alternatives in specific and realistic situations.

According to the Home Agents, the techniques employed were mainly: 1) small-group discussion (on topics proposed by the Home Agents but related to interests of the women); 2) informal conversations of a small group of participants and an Agent, on a topic or question of interest to the participants (used whenever the occasion arose); 3) a variation of sociodrama, where the Home Agents acted out a situation as if it were real, involving the women in their discussion; 4) a "comparative demonstration"2/ which refers to the laying out and analysis of alternatives for a decision of solutions to a problem through group discussion (it could be better called "group exercises at rational decision-making", 5) method demonstrations and 6) workshops were also employed.

The following are some of the learning activities or situations used in the Project:

- Consider, through group discussion, alternatives in methods for preparing traditional Chilean dishes.

- Demonstrate new ways for using nutritious and economical foods available to the women (i.e. dry salted fish, swiss chard).

- Assigning different persons to shopping for a given list of foods in different places, and later comparing results with the group on basis of: prices, time spent, variety of articles available in each store, convenience.

- Asking two different persons to buy foods for a family for a week and comparing the results, stressing the need for planning before shopping.

- Analysis of advantages and disadvantages of shopping at different types of food stores in their community and in the closest city (through small-group discussion).

- Role of information in food shopping, when buying new foods (instant mashed potatoes) and known foods (canned peaches); for this, different groups were assigned to shopping for each of the kinds of food, some of the groups received information previously from the agents, the others did not; results were later analyzed through group discussion.

1/ Employed traditionally by Chilean teachers and extension agents.

2/ For more detailed description of this technique, see: Nelson, Linda. "Programa de Atividades para Grupos de Adultos en Trabalho com Grupos de Adultos-Palestras. Rio de Janeiro, ABCAR. 1963. (II Reuniao de Economia Domestica) pp. 21-22, 25.

- Expressing personal aspirations or desires in relation to foods: three different people were asked to plan a menu, buy the necessary foods and prepare the menus at a meeting, without consideration for the cost.

- Method demonstration of how to place iron-on clothes patches (new to the women) on men's jeans; comparison of advantages and disadvantages of that type with the traditional sewn-on patches.

- Two women were asked to shop for clothes for a six year old boy, spending the same amount of money; results were compared in terms of amount of clothes obtained, their quality and usefulness.

- Comparison of ready-made skirts on basis of quality of fabric, workmanship and price; comparison of buying vs making at home the same skirts, considering as criteria the price, quality, time spent and sewing skills (through group discussion, demonstration and a workshop where skirts were actually cut and sewn).

In all cases where shopping was involved or materials (foods, clothes) were necessary for the activity, money was provided by the Home Agents through a donation from Consumers' Union, (thus the economic aspect was not a limitation in this field project).

5. Evaluation

According to the Home Agents, evaluation was not oriented so much to changes which occurred in the participants' ways of thinking, feeling or acting, but to the ways they reacted to the new methodology. Evaluation instruments and techniques employed by the Agents were: participant observation, detailed records of each meeting and sociograms of a few small-group discussion sessions.

According to the author, " the general objectives were reached since changes were observed in the participants in the three areas: cognitive, affective and psychomotor. It is also claimed (in some topics) that the women reached the levels of information, comprehension and application. She also states the following specific results: 1) full group participation in the different stages of the decision making process through the activities carried out in the project; 2) projection of needs and problems outside the narrow family circle; 3) identification of consumer problems; 4) finding new alternatives for their problems; 5) consideration of a broader range of criteria for selecting alternatives; 6) development of critical attitudes as consumers; 7) ability of some of the women to apply some learnings from the project activities to other situations" (p.33)(*). "Interest in the continuation of the project, and acceptance of the methodology kept increasing from the beginning of the activities. This was evidenced through steady attendance at meetings, increase in number of participants (a 22% increase in the 7th month of the project); an improvement in the group atmosphere, evidence of greater enthusiasm, satisfaction and participation" in the specific activities, is also reported (p.34)(*).

No teaching materials were developed for this project. The Agents in charge of it employed mostly real objects (i.e. foods, pieces of clothing), blackboard, and the equipment necessary for food preparation or clothing construction activities.

Both Home Agents had teaching degrees in Home Economics from a four year programme at the University of Chile and several years of experience as extension field workers before they started on this Project. It is interesting to note their own change of attitude, from initial distrust of the new methodology and topic to final exhuberant enthusiasm about them.

Argentina

The Consultant spent ten days in Argentina in June 1971, mainly with members of the Instituto Nacional de Tecnología Agropecuaria (INTA), which includes the Argentinian agricultural extension service. Interviews were held with INTA members at the Buenos Aires Headquarters and in the Regional Experiment Station at Rafaela, Santa Fe Province.

In Buenos Aires:

1. Mrs. Enriqueta de Vicién, Jefe de Extensión de Hogar Rural (Head of Home Economics Extension) brought the Consultant up-to-date with the main changes which had occurred in the Argentinian extension service since her last visit there in 1963.

INTA has, at various times in different parts of the country, done some things related to home management and consumer education at various levels; some of them have been tried in the field, some not. In the last five years, elements of management and consumer education have been successfully introduced in many sections of the country via the rural electrification programme carried out by the coordinated efforts of government agencies, of organized community groups and of INTA. (Experiences reported by Lic. Martín de Quiroga relate to this approach). The Home Economics Extension programme for the country now includes the area of home management along with the more traditional ones of health, nutrition, clothing and another one called "rural home electrification". Besides those in the home management area, there are elements of management and consumer education included in the clothing, foods and nutrition and electrification ones. A serious, more complete attempt at integration of management with all other areas in the programme is being carried out now by INTA's National Specialists.

2. Licenciada (Lic.) Clara Martín de Quiroga, who is INTA's National Home Management Specialist and Regional Supervisor for the Mendoza and San Juan Centres, explained how the Rural Electrification Programme was initiated. Under her leadership, the Mendoza Extension Service developed a system for training women community leaders in various aspects related to the use of electricity and appliances in rural homes through short courses offered at the provincial capital city. These leaders then trained other members of their communities in the same concepts and skills. Participants were chosen by the people themselves, from communities recently electrified or about to be supplied with current. The one-week courses for leaders, called "Cursillos sobre uso adecuado de la electricidad en el hogar" ("Adequate use of electricity in the home") combined theory and practice. They were aimed at teaching the women basic principles and facts related to electricity and its use in farm and home. They developed skills in making simple installations, fixing and using appliances correctly, as well as in creating the right attitudes towards safe use of electricity.

Consumer education was included in the topics dealing with proper selection, buying, use and care of various home appliances. The instructors were three technicians from the Mendoza Provincial Electrical Energy Commission, an interior decorator, the Regional Home Demonstration Supervisor, and two Home Demonstration Agents from INTA. Cooperation from household appliance manufacturers was secured; and participants attended lectures and study tours at dealers' outlets, where the main features, adequate use and care of appliances were demonstrated to them.

An excellent publication called "Electrificación Rural Hogareña ¡Siga la Corriente!", was prepared by Lic. Martín for distribution to participants in the courses; it deals with basic concepts of electricity, its safe use in the home, features, selection and proper use of some household appliances: refrigerator, washing machine, and irons (the title has been included in the bibliography in Spanish).

Three short courses were held, in 1968, 1969 and 1970, which caused great interest both at the leader end and at the community level. The groups of women leaders trained in these courses promoted and held another 14 short courses for persons interested in each community;

208 women, members of Home Demonstration Clubs (Clubes de Hogar Rural) attended these. Instructors at the community courses were technicians from the Mendoza Electrical Energy Commission who worked near the selected communities. In addition there were leaders already trained, as well as home agents. According to the report from Lic. Martín de Quiroga the movement to extend these courses continued vigorously during 1971.

Mrs. de Vicién informed the Consultant that a similar approach is being followed in other provinces of Argentina.

The Rural Electrification Programme is successful and growing one in Argentina. Because the Provincial Electricity Commissions do not have field workers, the projects have been carried out with close cooperation from other institutions working in rural areas, such as INTA, and community groups.

3. Miss Catalina Masetto (Regional Home Management Specialist, Rafaela Experiment Station, Rafaela, Santa Fe) reported on some home management projects carried out in her region. They focused mostly on money management for homemakers, Rural Youth Club members (13 years old and over) and children in the elementary schools. The projects were designed by the Specialist and Home Agents and carried out by the agents with cooperation from teachers.

a) With adults, a project called "Banco, Correo y Hogar" (Banks, Post-Office and Home) gave homemakers an opportunity to learn to use those community services properly in relation to family needs. Women were reported interested in the topic, since they had had few opportunities for learning in detail about those services and for using them personally. According to Miss Masetto, many farm families in that relatively rich region of the country have joint bank accounts, but it is the husband who manages it.

Rural boys and girls, members of 4-A Clubs (rural youth clubs) participated together with the homemakers in this plan. Visits to the post-office and local Banks were reported as very positive and well liked by both adults and young people.

The "Bank, Post-Office and the Home" project is part of a broader plan called "Money Management" (Administración del dinero).

b) A "Money Management" plan was devised for teaching financial management to homemakers. The Home Agents used it as a teaching guide. Unfortunately, the reporting Specialist had no information regarding the methods and techniques actually applied in the field.

Teaching and background materials were prepared and made available to the home agents for their own information and for use with individual and groups of homemakers. Two of these publications are annotated in the footnotes:

- "Administración del Dinero. Conceptos Generales" (General concepts on money management)1/.

This publication is oriented to home agents; provides information on basic aspects such as: systems used in Argentine families for managing their money, the family budget which according to this publication is little known and used, recording family expenses, origin of banks, origins and functions of money, banking operations in Argentine, checks, what they are and how to use them; and national postal savings system in Argentine.

- "Administración del Dinero. Apéndice I: El Banco, El Correo y el Hogar" (Money Management, Appendix I: The Bank, the Post-Office and the Home)2/.

This publication is also oriented to home agents; it contains a plan for teaching certain aspects of money management in six sessions. Educational objectives are: develop

1/ Publication No.124 Serie: Formación Técnica en Economía Doméstica. 1969, 15 p. INTA
2/ Publication No.126 Serie: Formación Técnica en Economía Doméstica. 1969, 20 p. INTA

abilities in carrying a record of family expenses during a certain period of time (they advise a year as a desirable period, which may be too long for families doing it for the first time or receiving fluctuating incomes); provide information on origins, importance, and functions of banks; provide information on advantages and disadvantages of different types of bank deposits; develop skills in making deposits at banks, and postal savings; provide opportunities to learn to write bank and postal money orders; develop skills in writing IOUs; provide opportunities to visit a local bank and post office.

Meetings are planned in relation to each objective. Suggestions are included regarding bibliography for the agents, activities to carry out with groups of women, such as talks, listening to and discussing recorded sociodramas, group discussions, exercises such as filling forms and writing checks, visits to banks and post office. The teaching aids included a recording with recorded sociodramas 1/, flip-charts, models of systems for recording family expenses (book, sets of cards in a box or envelopes), flannelgraph, actual banking documents and forms, and posters.

Evaluation at each meeting was conducted by means of verbal questioning, cards with written questions, analysis of forms filled during exercises and through the competition "Knowing how to choose" which applied to a specific financial situation.

One of the Appendices refers to a project to be carried out individually by the participants. Requirements were: to fill the family expenses record book for six months, attend at least 60% of related meetings, make visits to bank and post office with the group, and present a project book.

It is interesting that according to comments from Miss Masetto, this project was not wholly successful among the women (average three years of schooling, and not used to reading or writing frequently) particularly in relation to filling the project book, while it was a success among the younger 4-A people who participated.

Sets of teaching materials and aids were prepared and made available to field agents for use in implementing this plan:

- The family expenses record book
- A box with set of cards for recording family expenses
- Set of envelopes with cards for recording expenses
- Flip-charts
- Guides or scripts for recorded sociodramas

Miss Masetto indicated that two techniques were particularly successful in this plan:

(i) The use of recorded sociodramas to arouse interest in the groups for the topics to be introduced, and to stimulate discussion. In some cases, the sociodrama was followed by small group discussion in order to analyse the situations presented.

(ii) In some homemakers' clubs (Clubes de Hogar Rural), the home agent convinced one of the homemakers to start registering her family's expenses for one or two months and later to present her experiences at her club meeting. This helped the agents to motivate the other members to accept the value of recording expenses and indicate that it was less difficult to do than most women assumed (this belief constitutes a real barrier in this type of project).

1/ Scripts given as appendix in the publication.

According to information provided by the Regional Specialist, the money management plan was applied with special emphasis during the 1967-69 period in nine homemakers' clubs; another four groups of adults and one youth club (girls) worked on some aspects of it during the same period and into 1970. Activities related to the topic had started in 1964 in five other groups of women.

c) "First Steps in Money Management" (Primeros Pasos con el Dinero) was a unit plan designed to teach financial concepts to children (boys and girls) under 13 years of age. The plan and all the necessary materials were prepared by the specialists at the Regional Experiment Station and provided to the field agents for implementation. It was carried out through the rural schools.

- "Administración del Dinero. Apéndice II. Primeros Pasos con el Dinero". (Money Management. Appendix II. First Steps with Money).1/

This publication contains the six-meeting unit provided to field agents. Incomplete information is available regarding the teaching techniques actually used by them.

Teaching objectives are stated as: develop abilities in recording expenses, provide information regarding origins of money, develop skills in buying and selling, provide information about the origins and functions of banks, develop skills at depositing money, provide opportunities for children to learn to write money orders, visit a local bank and post office. Meetings are planned in relation to the objectives. Each meeting includes a list of suggested activities and teaching aids. Among the learning activities appear several games: one of barter with various objects represented on cards, one of buying and selling (something like playing grocery store) and another, carrying out activities at a make believe bank and post office with play money. These games were reported as very successful in holding children's attention and interest in the subject. Other activities included talks, discussions, exercises in completing real bank forms.

Teaching aids suggested include flannelgraphs, play money and real money, actual bank and post office forms, cards and forms for games.

Evaluation is suggested at each meeting through analysis of results of games played or forms filled by the participants, oral questions, a competition of questions among the children themselves and through a written final examination.

A project to be carried out individually by the children was part of this plan. Requirements were: attend five meetings of the plan, make the visit to bank and post office, pass a written final examination and present a project book. Projects of this type seem to be more acceptable to children and young people than they are to adults in rural areas.

d) A short course for 4-A members (girls), was held once at Oliveros, one of the Extension Agencies in the Santa Fe Region, through the collaboration of INTA and the Programa de Capacitación Técnica para la Juventud (Young Technical Training Program). In two days of activities, the following topics were developed: work simplification, and organization of work centres in the kitchen. Methods and techniques employed included: talks, individual exercises where the participants drew floor plans of their home kitchen and then introduced modifications to make the kitchens more efficient; meal preparation demonstration with measuring of distances travelled in the process.

A series of Cornell slides on expenditures of energy, a flip-chart showing body positions (based on Gross and Crandall's work), and a model kitchen made of wood with movable furniture and equipment constituted the teaching aids utilized.

1/ Publication No.125. Series: Formación Técnica en Economía Doméstica. 1969. 16. p. INTA.

4. Miss Estela Defagot. Regional Family Relations Specialist at the Rafaela, Santa Fe Experiment Station, has done an interesting exploratory study of family decision-making in relation to both farm and home. The consultant had the opportunity to read quickly a huge unpublished preliminary report and then discuss with her some alternatives for publications based on it.

The study was planned while Miss Defagot was a special student at the IICA Graduate School in Turrialba, Costa Rica, and carried out in the Province of Santa Fe, Argentina.

The sample included 51 families who represented five different stages of the family life cycle, ranging from those in the initial stages to those who had children 20 years of age and older. All of the families were owners of dairy farms.

Information was gathered from husband and wife separately and simultaneously in each family. A team of interviewers (a man and a woman) worked with each person privately using a questionnaire devised for this study. The questionnaire was basically the same for both respondents.

The decisions included were all related to farm and home finances; husbands and wives were asked about both farm and home financial decisions. The purpose was to find out to what items was money allocated and what family members participated in decision making. No questions were asked regarding amount of money spent on any item.

The home management and farm management items were grouped in three categories: (a) perishable goods, (b) durable goods and (c) other financial aspects.

An interesting aspect of the methodology consisted in the development and use of a pictorial technique for stimulating answers regarding the three categories of items already mentioned. The technique consisted of sets of photographs illustrating various components of each category for farm and home separately. The sets were presented to each respondent as a means of eliciting recall of information about allocation of funds and decisions made with respect to the various components. The author reports that this pictorial technique was very useful for the purpose for which it was devised; she commented that interviewees also made remarks to the effect of its possible use in their financial planning.

Unfortunately, due to multiple factors, no report based on these useful data is yet published. However, alternate plans are being considered by INTA for the preparation and publication of one report based on the procedures used and some of the results, preferably in a form that could be used by Argentinian Extension Agents, as well as publications that could be of use to farm families.

In the case that further information is desired regarding this study, this Consultant advises writing to the author:

Srta. Estela Defagot
Especialista Regional de Relaciones Familiares
Programa de Hogar Rural, INTA
Estación Experimental Agropecuaria
Casilla de Correo 22. Rafaela
Santa Fe, Argentina

5. Mrs. Neidé Cátera de Díaz Sáenz, Regional Nutrition Specialist, at the Rafaela Experiment Station shared with Dr. Lattes some publications she has prepared to orient homemakers on food consumption aspects such as shopping for foods, home storage of foods, and obtaining the greatest value possible out of foods.

She also reported briefly on a nutrition plan oriented to increasing milk consumption among adults and young people in the region. The plan was provided to Home Demonstration Agents, who carried it out in cooperation with rural school teachers working with children and young people.

This plan is designed to be carried out in five meetings. Among the objectives, two are particularly related to consumer education: "to stimulate development of a critical attitude towards propaganda and information", and "provide opportunities for participants to develop skills in rational decision making". The proposed teaching techniques include: talks, discussions, demonstrations of food preparations (using milk), field trips (such as to a well-organized and hygienic dairy barn) to a milk processing plant, sociodrama, and the competition "How to Choose", in this case, selection of appropriate breakfast for young people.

Teaching materials suggested include flannelgraph and flipchart, a short article for analysis of information presented, a short case for discussion, suggestions for a sociodrama and others.

Evaluation procedures for each meeting are included, such as: written tests, analysis of an article related to milk, discussing solutions to a problem related to milk consumption in a family (presented as a short case history).

The only information available of the results of this plan is that it aroused interest in children and adults. Children carried out projects derived from the plan.

6. Other activities

a) In Buenos Aires the Consultant visited the "Cooperativa El Hogar Obrero" a 65 year old successful cooperative with more than 300,000 members. It operates 10 branch stores in Buenos Aires and one in Mar del Plata, another large city. It offers a variety of services to the members, such as: supermarket, general store, drugstore, personal loans up to $100,000 Argentinian pesos (approximately US$200) mortgage loans up to a maximum of $4,000,000 Argentinian pesos (roughly equivalent to US$8,000) payable in a maximum of 90 monthly instalments, insurances, savings.

Requirements for becoming a member consist only of the obligation to buy five shares which amount to a total of $600 Argentinian pesos (approximately US$ 1.20).

b) Visits were made to several bookstores in Buenos Aires which confirmed the scarcity of publications available on these topics. A few titles were found, mostly related to consumer motivations, publicity and propaganda. The majority are translations, which limits their usefulness for Latin America 1/.

B. Information collected and compiled from countries not visited: Brazil, Colombia, Peru and Venezuela

In this section, information is presented about experiences carried out in Brazil, Colombia, Peru and Venezuela, in that order.

Brazil

Miss Iracema de Sa and two other Brazilian Home Economists (all of them with B.S. degrees from the University of Arizona) taught two kinds of courses in the city of Fortaleza, State of Ceará.

a) Short courses for Home Economics teachers in secondary schools, where some of the participants had degrees in Home Economics from Brazilian universities but the majority of them had secondary education. The courses were probably taught in twelve days.

1/ Some of these titles are included in the Spanish bibliography.

According to a letter from Miss Sa to the Consultant, and to a set of materials from the third consumer education course available in Dr. Nelson's files, the following topics were included: nature and function of the economic system, the consumer and the economic system; marketing process; horticultural products; human nutrition; housing; clothing and the consumer; home management (emphasis on work simplification); family budgeting; consumer credit; publicity and the consumer; specific consumer problems.

Teaching techniques and aids employed were varied: talks; demonstrations; discussions; library work; field trips; projection of slides (i.e. on marketing, home management, horticulture, clothing); flipcharts and flannelgraphs; individual projects related to specific problems of the Brazilian consumer (i.e., shopping for specific foods, organization of a kitchen, how to stretch your money, commercial publicity, value of consumer education, standardization of products). Students investigated the topic selected and prepared and presented a documented paper on the subject.

Twelve courses were taught to approximately 200 participants under sponsorship from the School of Agriculture at the Federal University of Ceará.

The experience was considered successful because it aroused interest and demands from other groups to attend the course; Miss de Sa indicated in her correspondence with the Consultant that according to her information, about 20 persons adopted the practices taught. No formal evaluation seems to have been made so far.

b) The extension Department of the Federal University invited the same group of Home Economists to teach short courses for urban homemakers (middle class and up). Consumer education was one of the subjects included; attendance and interest in them were reported as sustained.

c) Home Economics School Viçosa, Minas Gerais. Mrs. Sonia Coelho de Alvarenga, Head of the Family Economics Department at the School of Home Economics in Viçosa, Minas Gerais, reported that, although a one-semester consumer education course is taught to their third year students, they have not conducted field work in this area with rural families.

Colombia

Miss Cecilia Marulanda L., professor of Home Economics, University of Caldas, Manizales, supplied information concerning one of the courses taught in 1971 by a student teacher to twenty adolescents at a vocational school.

The topics included were values and goals, resources, decision-making, money management, time and energy management, and storage. The practice teaching supervisor considered that the course had been successful and very acceptable to the students. The key factors in the success were the practical focus of the topics which were based on situations which were meaningful to the students and their families.

The methods most commonly employed were illustrated talks, socio-dramas, group discussions, demonstrations, observations, and problem solving. The teaching aids most commonly used were flipcharts, posters, bulletin board, and pamphlets.

The discussion of values and goals was based upon questionnaires to which each student had replied; a poster showed a young girl with ideas (goals) in mind. The book "A Child of the Dark", based on Brazilian slum life, was read and used as a basis for the identification of values, goals, and resources. Attitudes toward money were discussed in relation to student responses to the hypothetical question of what each one would do if she won the lottery. Visits were made to local markets to observe prices and qualities. Credit and other family financial practices were examined. Similar practical experiences were carried out by the students in relation to each topic.

Peru

Mrs. Margarita Montoya, FAO Home Economics Expert assigned to the Multisectorial Applied Nutrition Programme in Peru, provided brief information on the activities developed by a Consumer Education Division within the Ministry of Fisheries. At the time she corresponded with the Consultant, March 1971, this section was closed.1/

The personnel had consisted of three nutritionists and four home economists. The section functioned only for a year. The purpose was to increase human consumption of fish and some preparations based on it, such as fish flour, oil and sausages, among middle and lower class urban families.

Topics included dealt only with nutritional value, ways of preparing, handling and preserving fish and related products. Messages were presented through mass media (radio, television and newspapers) and method demonstration which presumably were held in markets and supermarkets frequented by the target audience.

According to the information received, some factors that appear related to the lack of success of the project were: the high prices of the foods being promoted, little availability of them in local markets and lack of refrigeration facilities in the homes. It should also be added that no references are made to other elements of family management and consumer education that could have been included in a project or programme of this kind.

Venezuela

Dr. Eleazar Lara P., M.D., Head of the Educational Division of the Venezuelan National Nutrition Institute, responded to the Consultant by sending a package of publications from that Institute. In a personal letter, he indicates that one of those publications on Norms for the Organization and Functioning of Groups of Mothers ("Normas para la Organización y Funcionamiento de los Grupos de Madres") is used by Home Demonstration Agents in extension programmes carried out in rural agrarian reform settlements in that country.

Miss Judith Morán G., a Peruvian who has a B.S. in Home Economics from the University of Puerto Rico, worked with Shell Foundation in the Zulia Programme in Venezuela for approximately three years. Miss Morán has finished her contract with Shell and is now employed as a Professor of Home Management at the Instituto Pedagógico Experimental, Barquisimeto, Estado Lara, Venezuela.

Two publications related to the activities carried out in that programme were available in Dr. Nelson's files; the following information was extracted from them.2/

a) Zulia Programme

Personnel in the Zulia Programme was constituted by three Agricultural Engineers, one Home Economist, eight agricultural technicians and eight home demonstration agents. Field work was carried out in teams formed by one agricultural technician and one home agent. The Programme worked with approximately 1,000 rural families who showed low levels of productivity and consumption, as well as low incomes.

1/ The activity has since been reinitiated in an FAO/UNDP/SF Fisheries project.

2/ Morán Judith, G., "La labor de la demostradora del hogar en el Programa Zulia". Trabajo presentado en la Convención Nacional de Demostradoras del Hogar, Barquisimeto, Mayo de 1970. (Mene Grande, Zulia: Fundación Shell, 1970, 7p.)

Volcanes Irma y Reyes Edelia de, "Un ensayo de administración del hogar". Trabajo presentado en la Convención Nacional de Demostradoras del Hogar, Barquisimeto, Mayo de 1970. (Mene Grande, Zulia: Fundación Shell, 1970, 6p.)

Home demonstration work, started in 1964 covered the areas of foods and nutrition, clothing, housing, home management, health and home industries. Such work was oriented as an educational process designed to help families acquire the skills and abilities needed to understand and think through their own problems as well as to make their own decisions.

At evaluation of the Programme was carried out in 1969 by a Coordinating Unit of the Zulia University, taking as baseline 1963 data. Results showed a general improvement in levels of living of the families, evidenced through: a 22% decrease in illiteracy, greater attendance of children at school; generalized use of local health services; improved housing in about 70% of the cases studied; greater variety and quantity of foods consumed, particularly an increase in consumption of home-produced animal protein and local fruits and vegetables.

b) Home management activities

Very low family income was one of the limiting factors in the area; families devoted 74% of their income to foods, with little left for other necessary items.

In 1969, a pilot project was carried out with 350 homemakers and young people; the purpose was to increase family money income by means of the development of home industries, employing abundant local fibers. The success achieved in producing and selling various crafts provided money which was used to satisfy needs determined by the families themselves.

In order to relate income and needs it was necessary to help homemakers to clarify their values and aspirations, and set goals that would direct the use of the expanding resources.

The reports indicate that these aims were achieved by using a "forced choice" technique; though it, Home Agents presented to the families, by means of examples and suggestions, solutions to the problems they had already discussed together; homemakers chose the solution that seemed to them best in their case.

Using the money earned in the crafts project, the majority of the homemakers improved their nutritional intake and their kitchens; they bought equipment for the kitchen as well as sewing machines; many of them made improvements in their houses, such as adding new rooms, installing services, acquiring furniture. In some cases, homemakers used the money to pay for books and transportation of their children who attended school outside the community, as well as to contribute towards personal expenses of local leaders who attended training sessions away from home.

Family members have learned home management and 115 of them participated in a Savings and Loan group. The greatest percentage of the money saved was later invested in clothing (30%), and in savings (30%); the rest was allocated to health and medicines (14%), livestock project (12%), foods (9%) and kitchen equipment (5%).

In 1970, steps were being taken to establish the first Production Cooperatives in the area in order to expand marketing of home-produced articles.

III. CONCLUSIONS ON EXPERIENCES AND INFORMATION FOUND

The conclusions with regard to the experiences and information gathered in a group of selected countries are as follows:

1. Interest in the fields of home management and consumer education appears to be increasing in Latin America. Some of the countries already have included these subjects in their programmes, and others are beginning to do so, even if by isolated efforts. There seems to be a general recognition of the importance of the subjects and inclination to include them in their future programmes and plans.

2. On the other hand, in many countries there is a lack of understanding of what home management and consumer education actually are and their potential for improving levels of living of rural families. There may be resistence to include the subjects in programmes with rural families who have little education and limited resources, until more understanding is acquired about the subjects.

3. Management is often considered by policy makers and educators as a purely theoretical subject; and the inter-relationships of management with all the other areas of family life are not perceived. This creates another barrier for the successful inclusion of management concepts in the educational programmes in a way that will have relevance for the rural families.

4. Consumer education appears as a new idea in several countries. In some cases consumer education tends to be associated with the private enterprise system, while in others it is believed useful only for families already participating actively in the money economy. Nevertheless, the theoretical framework presented in this paper (which, of course, was not available to the persons contacted) indicate that neither of these limitations is necessarily true.

5. Of the three countries visited, Argentina seems the one best equipped for carrying on projects or activities with rural families in home management and consumer education. This refers to the fact that INTA (which houses the Agricultural Extension Service) has a national and regional specialist in home management and has already included the subject in their programmes with rural families.

With the exception of Argentina, the field experiences on which information was gathered appear in most cases as isolated ones, not forming part of a broader programme. In many of them, the home demonstration agent had received little or no technical orientation.

Evaluation of these projects or experiences consistently appeared to be non-existent, weak or superficial.

6. In some of the countries, home agents have had some training in home management, in most through Inter-American Institute of Agriculture Sciences of the OAS (IICA) short courses; yet, they have not been able to introduce the subject in their work with families. That may be due to incomplete knowledge of the subject-matter or to lack of an approach for presenting it to the families in a meaningful context.

7. In the experiences reviewed lack of educational materials and teaching aids were observed as important limitations. Among the activities reported by individual home agents, only a few used audio-visual aids other than blackboards, flipcharts or real products. The leaflets used dealt mostly with foods and a few with family decision-making (these generally presented the concept in a theoretical way) or work simplication; notebooks for recording

family expenses were also available, but usually oriented on a monthly or a yearly basis. This is generally not an appropriate time unit for families being paid daily and living on this basis.

8. The project accomplished by the Rural Productivity Programme of Mexico is the most complete one observed in the training of personnel in these subjects. The units developed on decision making and consumer education are only useful for training change agents, and possibly for rural leaders. Although the training materials were not specifically designed for direct use with rural people, some of the audio-visuals developed by the PCP might prove to be effective in working with them.

IV. IMPLICATIONS FOR EDUCATIONAL USE

1. Development and Preparation of Educational Materials

Included below are suggestions for development of two types of instructional materials: one called unit, which is intended mainly for teachers and change agents, and a second type called kit, which is designed for use by teachers and learners, be they adults or young people.

There are some general factors which should be considered when creating this type of instructional material.

- It is important to present an integrated approach to make the material useful - this means interrelating management and consumer education concepts, as well as integrating them into other areas of family life and into other lines of work in the programmes with rural people. Both subject-matter areas should be marked with a hyphen to symbolize the integrated approach: i.e. management-consumer education.

  Use of an integrated approach would provide opportunities for applying theory to concrete and relevant situations in family life.

- It is most necessary to include both content and methodology in relation to these subjects. Methodology should bring evaluation into the educational process in all cases where appropriate.

- The quantity and quality of materials and experiences reviewed in the countries for this consultancy do not necessarily provide a basis for a publication, however, aspects of the experiences and of the methodology that seemed successful could be incorporated as examples or illustrations.

The units or kits could be developed for two different audiences:

Type 1.- The audience would be all those persons in charge of programme planning, training and supervision of field workers.

Type 2.- The audience would include extension and change agents, social workers and other kinds of leaders working in the field with families, homemakers and young people in rural communities.

1.1 Units

Units would include one or, at most, two key concepts. They would be designed for the teacher or change agent, and would contain all the elements needed for developing the chosen concepts in an effective manner.

A unit would include the following elements:

a) Teaching objectives that state the purposes of the teacher or change agent when using the particular unit.

Learning objectives, that indicate the behavioural changes that should be expected of learners when participating in the activities proposed in the unit. The objectives should be specific and defined operationally in behavioural terms.

b) Sound content, or information, to be transmitted or discovered, presented as generalizations that can be of use to instructors in a variety of situations.

c) Teaching techniques and learning experiences that involve the learner actively, using as many senses as possible, making the learning-teaching relevant to the situation of the participants in order to achieve application later, making learning fun and interesting to keep motivation high.

d) Teaching aids, with suggestions for using a variety of materials available at low cost, a list of adequate materials already found in different sources that could be ordered, diagrams for posters and reading lists.

e) Evaluation suggestions and materials related to the learning objectives set for the unit.

The units could be prepared and presented independently, or else a series could be produced covering the central concepts in management and consumer education. A series of units could be presented as a Manual.

Type 1 Audience	Type 2 Audience
Programme planners, trainers and supervisors	Change agents in field programmes
Considerations relative to choosing this audience:	Considerations relative to choosing this audience:
1. A greater multiplying effect can be reached than with Type 2 audience.	1. This is probably the group that needs the most help, and which is making isolated efforts to teach management and consumer education concepts to families
2. This kind of personnel has more access to information and new ideas than field workers.	2. No publication, which the Consultant can fully recommend is available in Spanish to help this group in their efforts.
3. Something for this level has been done by the PCP in Mexico; two rather long units have been published on topics pertaining to home management and consumer education.	

Treatment of the concepts and the methodology and materials to employ would differ for the two levels. Yet, the organization of the units, the elements they would include and the criteria for selecting learning experiences and materials are the same for both.

For both types, the subjects, home management and consumer education, should be presented in an integrated form, since they are closely interrelated, and, as was already mentioned, there is confusion in the countries regarding their definitions, philosophy and boundaries.

Type 1 Audience	Type 2 Audience
In any materials developed for this audience, there must be interrelation of management-consumer education concepts with the other areas of family life usually included in programmes with rural families. This will help overcome a barrier created by courses taught previously in the countries, where home management was presented as an isolated, abstract subject, very difficult to implement with families.	In materials developed for this audience, that is, directed to families, a problem-centered approach could be used, similar to what has been done in Argentina with the Rural Electrification Programme.
The following are some examples of concepts to develop for this audience, without regard for importance or priority:	The following are some examples of problems to develop for this audience, without regard for importance or priority:
- Management process	- "How can I get what I want?" (based on cases) goal clarification; resource perception and expansion; decisions and planning to achieve the goals; carrying out the plans; evaluating results.
- Decision making	- "Decisions, decisions, decisions..." decisions in everyday life; importance for quality of living; types of decisions; processes to make decisions; elements in decisions.
- Planning	- "We are going to get married!" A young couple plans for their future life.
- Organization and simplification of work	"...at tired feeling..." organization and simplification of work; health and energy; use of body; psychic income.
- Activity patterns	
- Community services	- "When electricity arrives in our community"
- Resources	- "We are so poor..." (based on cases) variety of resources available to most rural families; lack of perception of resources; suggestions for effective use of resources.
- Family finance	- "Where does your money go?" How most families can be helped to answer this question.
- Consumer credit	- "We'll have to buy it on credit..." consumer credit; types of credit, characteristics; do's and don'ts with credit; how to win with credit.

- Foods and the consumer	- "Getting more for your food money" - "Getting more health from the food your family eats" - "This little pig went to market .."
- Clothing and the consumer	- "How to get more for your clothing money" proper selection and care of clothes and fabrics; adequate storage.
- Health and safety	- "Save lives at home" Safety features in the home; how to keep a family healthy in a clear environment.
- Consumer protection	- "Who can help me?" consumer protection and orientation; consumer laws; private institutions that help the consumer; government actions or organizations.
- Consumer organisation	-"Getting together" consumer organisation in cooperatives, savings and loans associations and other kinds of groups; advantages of becoming organized.
- Household equipment	-"Stretch the life of your equipment" selection; care; proper use of electric and non-electric equipment.
- The consumer and the environment	-"The environment you pollute is your own" pollution in rural areas is common: water, vegetables and other foods, earth and air for lack of latrines; rural pollution and health problems; how the family and the community can prevent pollution.

1.2 Kits

Kits would be teaching-learning packages designed to be utilized by the instructor and the participant. For independent use of a kit by rural people it is either necessary that participants can read, in which case the material must have simple language and very clear instructions, or else, work with low-literacy groups could be accomplished by developing materials for listening instead of reading.

A kit should deal with only one concept and with a few generalizations pertaining to the concept.

Each kit would be a separate, indenpendent set. A kit would be self-contained because it would include all the components necessary for use by the teacher and the learner.

The components of a kit would be:

a) Teaching objectives and learning objectives, defined in the same way as they were stated in the description of the units (see page 31).

b) Content or information, that should be sound, clear, relevant and presented as widely applicable generalizations.

c) Teaching techniques, for the instructor, and learning experiences, for the learners. Here again, the experiences should meet the criteria of involving the learner actively, using as many senses as possible, making learning relevant, interesting and enjoyable. Especially applicable in developing countries would be various kinds of game situations (with or without simulation elements), dramatizations, field trips for observations, analysis of cases, and cartoons.

d) Teaching aids and learning materials (visual or audiovisual). The kit would provide the teacher and the learner with the materials needed and the instructions for their use.

e) Evaluation procedures. The kit would provide the needed materials and suggestions to the teacher, as well as materials with instructions for use by the learner, since self-evaluation would be the goal in this case.

The integration of home management and consumer education would be as important in the kits as in the units. The approach, concept-centered for the Type 1 audience and problem-centered for the Type 2 audience, is also valid in this case.

Considering the possibility of utilizing as a base the materials the Consultant has found available so far in Spanish, kits could be developed on specific concepts related to the following topics:

- Foods and the consumer
- Decision making
- Family finances
- Consumer credit
- Clothing and the consumer
- Equipment

The fact that the Consultant could not review all the materials available in the collection at the Regional Office limits, at this point, her suggestion as to specific kits that could be prepared incorporating publications and other teaching materials found.

2. Suggestions for inclusion of home management-consumer education in rural development programmes

According to the statements made in the conceptual framework presented earlier in this report (see pages 1 to 4), development cannot be understood as merely growth in the quantities of goods produced by a nation. As the United Nations has recognized,1/ development includes redistribution of income and of productive resources, as well as institutional change with full participation of all sectors of the population in the social and political institutions existing in the countries.

A brief analysis of two main implications of this concept of development follows.

1/ FAO Regional Conference for Latin America. 11. Venezuela, October 1970. "Report of the Technical Committee on Agrarian Reform". p.19. Annex. (LARC/70/10. Rev. 1), pp. 12-13.

Redistribution of income means that the masses will have at their disposal more money and access to many more goods and services than before.

Having more money does not necessarily imply that an improved quality of living will be automatically attained. Money, as well as all the other resources available to the people, has to be used wisely in order to meet basic needs and newly created desires. People who have lived for so long with limited resources, at a near subsistence level, cannot be expected to become effective managers overnight. Education designed to help people develop their managerial abilities will have to be included in development plan.

Participation of the majority of the population in the social and political institutions cannot be achieved instantly, as if by decree. The knowledge, adequate attitudes and the abilities needed for positive and constructive participation have to be learned gradually. The ideal place to initiate this learning is within the family group, however, in the majority of rural Latin American families, authoritarian paternalistic structures make that very difficult. It is important, therefore, to recognize the family as the social group where changes can be implemented through education of all the family members, adults, young people and children.

Home management-consumer education has an important contribution to make to rural development programmes within the definitions of development cited earlier (see page 4).

The Consultant proposes the following ideas as examples of how to accomplish that purpose.

2.1 Home management-consumer education should be incorporated into rural development programmes in an interrelated and integrated fashion

The following are some examples of the integration of management-consumer education concepts into family life areas or activities which are already being attended by rural development institutions, such as foods and nutrition, child development, health and community development. These positive examples will refer to only two main managerial concepts: decision making and planning.

Decision making and planning can be incorporated into:

Foods and nutrition, i.e., when the family decides to plant a patch with vegetables for home consumption and later plans to do it in such a way as to have a variety of vegetables available all year round.

Child care and development, i.e., when parents decide it is time to have another child and plan that the mother will have appropriate medical care during pregnancy and childbirth.

Health, i.e., when a mother decides to have her children vaccinated and plans her activities in a manner that will allow her time to take them to the hospital in the next town.

Community development, i.e., when the members of a community decide to have communal laundry facilities and plan together how to build them and how each of them will contribute to that goal.

In each of these situations, people can be helped to make more conscious choices that will bring them greater satisfaction. A decision has to be followed by planning, to assure that the desired goals will be reached through optimum use of the available family and community resources.

Change agents must play an important role in helping people develop basic choice-making and planning skills, as well as the necessary accompanying attitudes. They can assist people in enlarging their usually limited perception of resources and alternatives for action, as well as in setting up criteria for selecting courses of action that will be feasible and conducive to achievement of the goals. Finally, change agents can help people learn to accept responsibility for the consequences of their decisions, plans and actions.

This knowledge and these attitudes and skills are basic for creative participation in social institutions of all kinds in developing countries.

2.2 A problem-centered approach to teaching concepts from the manager-consumer education area helps to make them more relevant and useful to rural people

People are interested in learning how to solve their problems, not in intellectualized discourses; it is through problems they are aware of (i.e., "too little money for all we need", or "I feel so tired all the time!", or "How can we pay for Pedro's studies in town?") that the appropriate concepts should be taught, in a practical, realistic, problem-solving manner.

2.3 The subject of management-consumer education should be taught to all family members, not only to the women

In many communities in Latin America, it is common that men do the shopping for all the family needs. It is generally the men who decide what to plant near the home for feeding the family, and often it is they who control the use of money.

This indicates that there is a need to educate both men and women with respect to family finances, selection and care of household equipment, choice of clothing and use of credit for consumption and farm operations.

Men and women alike must be taught basic facts about human nutrition and its relation to health, energy and productivity; they also need to learn criteria for selecting good quality foods in the markets, and techniques for getting the correct weight and change.

All family members also must become aware of their relationship to the environment, of how to avoid pollution of water, earth and air, and of the need to avoid needless destruction of natural resources.

Women, both mothers and daughters, will need other, more specific, kinds of information and skills in order to accomplish their roles within the family, such as in aspects of food preparation, organization of their work, child rearing techniques, and care and remodeling of clothing. Until now, these topics have constituted the heart of the programmes with women; but they are not enough.

If women are to contribute effectively to their responsibilities as members of a family and a community, "they will need special help in decision-making, the development of judgment and the ability to think logically. They will have to define their values which are criteria for making choices."(*)

Programmes with rural women should aim at their full development as persons with a variety of social roles to play. Towards this, management-consumer education can make a crucial contribution.

(*) Nelson, Linda, "Home Economics in Agrarian Reform" - Paper prepared for Latin American Seminar on Agrarian Reform and Colonization, Chiclayo, Peru. November 29 to December 5, 1971, p.7 (mimeographed).

APPENDIX I

LIST OF CONTACTS

The Consultant expresses her sincere appreciation to all those persons with whom she came in contact either personally or by correspondence. They most generously shared their experiences or made it possible, in various ways, for her to accomplish the objectives sought.

ARGENTINA

Ing. Agr. Enriqueta de Vicién Jefe de Extensión de Hogar Rural Instituto Nacional de Tecnología Agropecuaria (INTA) Rivadavia 1439 Buenos Aires, Argentina S.A.	National Head, Home Economics Extension National Institute for Agricultural and Livestock Technology (INTA)
Lic. Clara Martín de Quiroga Especialista Nacional de Administración del Hogar INTA Rivadavia 1439 Buenos Aires, Argentina S.A.	National Home Management Specialist
Srta. Catalina Masetto Especialista Regional de Administración del Hogar Estación Experimental Agropecuaria de Rafaela - INTA Casilla de Correos 22 Rafaela, Santa Fe Argentina, S.A.	Regional Home Management Specialist
Srta. Estela Defagot Especialista Regional en Relaciones Humanas Estación Experimental Agropecuaria de Rafaela - INTA Casilla de Correos 22 Rafaela, Santa Fe Argentina, S.A.	Regional Family Relations Specialist
Sra. Neidé Cétera de Díaz Sáenz Especialista Regional en Nutrición Estación Experimental Agropecuaria de Rafaela - INTA Casilla de Correos 22 Rafaela, Santa Fe Argentina, S.A.	Regional Human Nutrition Specialist

BRASIL

Srta. Maria Iracema de Sá 1634 Neil Ave. Box #8 Columbus, Ohio 43210 U.S.A.	Formerly Professor at the Dept. of Home Sciences School of Agronomy Federal University of Ceará Fortaleza, Ceará
Sra. Sonia Coelho de Alvarenga Chefe, Depto. Administraçao do Lar Escola Superior de Ciencias Domésticas Universidade Federal do Viçosa Viçosa, Minas Gerais, Brasil	Head, Home Management Dept. School of Domestic Sciences

CHILE

Ing. Ricardo Hepp Representante Oficial del IICA Casilla 3725 Santiago, Chile, S.A.	IICA Oficial Representative in Chile
Sra. Oriana Tasso Educadora para el Hogar Servicio Agrícola Ganadero (SAG) Asignada al Programa Maipu Casilla 3725 Santiago, Chile, S.A.	Home Economist Agricultural and Livestock Service (SAG) Assigned to Maipu Programme
Srta. Gilda Sibilla Educadora para el Hogar SAG a/c Casilla 3725 Santiago, Chile, S.A.	Home Economist, SAG

MEXICO

Ing. Abdo Magdub Jefe, Programa Campesino de Productividad Río Nazas 23-902 México 5, D.F. México	Head, Rural Productivity Programme
Lic. Libe Andzita de González Instructora, Sección de Educación Familiar Programa Campesino de Productividad Río Nazas 23-902 México 5, D.F. México	Instructor, Family Education Section Rural Productivity Programme
Ing. Radl Victoria Jefe de la Sección de Mejoramiento del Hogar Servicio de Extensión Agrícola Chapingo, Edo. de México México	Head of Training and Home Improvement Sections Federal Extension Service

Srta. Maricela Cantón Asistente, Sección de Majoramiento del Hogar Servicio de Extensión Agrícola Chapingo, Edo. de México México	Assistant to Head of Home Improvement Section Federal Extension Service
Srta. Litilia Galindo Supervisora Estatal Programa de Majoramiento del Hogar Rural Agencia General de Agricultura Plaza de la Paz 48, Altos Guanajuato, Gto. México	Home Improvement Programme Supervisor for the State of Guanajuato
Srta. Rosa M. Rodríguez Supervisora Estatal Programa de Orientación del Hogar Rural Dirección de Agricultura y Ganadería Palacio de Gobierno, 2° piso Toluca Edo. de México, México	Home Improvement Programme Supervisor for the State of Mexico
Srta. Elia Cruz Orientadora del Hogar Dirección de Agricultura y Ganadería Palacio de Gobierno, 2° piso Toluca, Edo. de México, México	Home Extension Agent in the State of Mexico
Srta. Clemencia Colín Orientadora del Hogar Dirección de Agricultura y Ganadería Palacio de Gobierno, 2° piso Toluca, Edo. de México, México	Home Extension Agent State of Mexico
Sra. Josefina Jaimes Orientadora del Hogar Dirección de Agricultura y Ganadería Palacio de Gobierno, 2° piso Toluca, Edo. de México, México	Home Extension Agent, State of Mexico
Srta. Inocencia Torres Orientadora del Hogar Dirección de Agricultura y Ganadería Palacio de Gobierno, 2° piso Toluca, Edo. de Mexico, México	Home Extension Agent State of Mexico
Sra. Elia Valadez de Zapata Mejoradora del Hogar Calle 64, No. 683-B (Home Address) Mérida, Yucatán México	Home Extension Agent for the State of Yucatán

PERU

Sra. Margarita Montoya Experta en Economía del Hogar, FAO a/c Dirección General de Promoción Agropecuaria Edificio Ministerio del Trabajo, 10 p. Avda. Salaverry Lima, Peru, S.A.	FAO Home Economics Expert Apartado Postal 4480 Lima, Peru, S.A. (preferred offical address)

U.S.A.

Mrs. Florence Mason Special Secretary IOCU Apartment 14-C 21-20 33rd Road Long Island City New York 11106, U.S.A.	

VENEZUELA

Dr. Eleazar Lara Jefe de la División de Educación y Docencia Instituto Nacional de Nutrición Apartado 2049 Caracas, Venezuela S.A.	Head, Education and Teaching Division National Nutrition Institute

FAO Regional Office, Santiago

Mr. Juan Felipe Yriart Subdirector General Representante Regional para América Latina	Assistant Director-General Regional Representative for Latin America
Mr. Pedro Moral López Representante Regional Adjunto para América Latina	Deputy Regional Representative for Latin America
Mr. Luis Bolaños Oficial Regional de Educación Extensión Agrícola y Juventud Rural	Regional Education, Agricultural Extension and Rural Youth Officer
Mr. Guillermo Gómez Oficial de Enlace de la CNCH para América Latina	FWHC Liaison Officer for Latin America
Dra. Linda Nelson Oficial Regional en Economía del Hogar	Regional Home Economics Officer
Dr. Fabián Recalde Oficial Regional de Nutrición	Regional Nutrition Officer
Mr. Eduardo Rodríguez Oficial Asistente del PMJ para América Latina	Assistant Officer of the YMP for Latin America

APPENDIX II

SOURCES OF MATERIALS, REFERENCES AND INFORMATION ON HOME MANAGEMENT-CONSUMER EDUCATION

Various attempts at classification of the sources included in this Appendix were tried, but none seemed particularly useful. A decision was made to present the sources organized by countries, beginning with those Spanish-speaking countries in the Latin American Region in alphabetical order. Three European sources are then indicated. There follows a listing by States within the United States of organizations which are sources of materials in Spanish and/or English. Puerto Rico's sources are included at the end of the US section. These sources have been selected because of their potential use by diversified audiences. The annotated bibliography (Appendix III) includes a few additional references of interest to specific academic groups.

A. Latin America

- INTA (Instituto Nacional de Tecnología Agropecuaria)
  Rivadavia, Argentina

  The Home Improvement Section of the Agricultural Extension Service prepares printed materials of different kinds mainly to be employed by the home demonstration agents.

- IICA (Instituto Interamericano de Ciencias Agrícolas)
  Oficina en Chile
  Casilla 3725
  Santiago, Chile

  This office is working on reports of a pilot project in consumer education with rural homemakers.

- Instituto Nacional de la Nutrición
  Apartado Aéreo 8095
  Bogotá, Colombia

  They have publications for families and homemakers on feeding children, foods people ought to eat.

- Instituto Interamericano de Ciencias Agrícolas (IICA)
  Oficina de Publicaciones
  Turrialba, Costa Rica

  They sell a home management text in Spanish:

  Administre su Hogar: desate sus manos, abra su mente ...

- Centro Regional de Ayuda Técnica (Regional Technical Aids Center)
  A.I.D.
  Embajada de EE.UU.
  México, D.F., México

  The Center publishes many types of materials in Spanish - most of them are translations. The purpose is to provide materials to change agents working in developing countries; they cover a variety of fields or topics. Their materials can also be solicited from the Training Officer at the U.S. Embassy in each Latin American country.

- Instituto Mexicano del Seguro Social
  Depto. de Asuntos Internacionales
  San Jerónimo 20, D.F., Mexico

  They have some publications for women who attend their courses. Distribution is limited. Available only in Spanish.

- LARO. Oficina Regional para América Latina
  Programa CUNA/AID
  Apartado 6664
  Panamá 5, República de Panamá

  This organization under Wisconsin, USA.

- Consejo de Bienestar Rural
  Avda. Francisco Miranda, Chacaíto
  Edificio Torre del Este, 1er piso
  Apartado 61407 del Este
  Caracas, Venezuela.

  They publish pamphlets on various topics of home economics under the series "Hogar Rural" (The Rural Home) as well as other kinds of publications. Available only in Spanish.

B. Europe

- Oficina Técnica de Educación en Alimentación y Nutrición (OTEAN)
  Programa de Educación en Alimentación y Nutrición
  Gobierno Español/UNICEF/FAO
  Fernando El Católico 17
  Madrid, España

  They have some publications which have been developed for use in their training courses. Distribution is limited. Available only in Spanish.

- FAO
  Via delle Terme di Caracalla
  Rome, Italy 00100

  Their publications in English, Spanish and French are sold around the world in selected bookstores in most large cities.

- International Organisation of Consumers Unions
  9, Emmastraat
  Den Haag, Nederland

They issue several periodical publications, some miscellaneous publications and stimulate the formation of consumer organisations around the world. Most of the publications are available only in English. Further information is available from the above address.

C. United States

BAND (Bay Area Neighborhood Development)
3009 16th Street, Room 25
San Francisco, California 94103

This non-profit organization works in the education and organisation of consumers in that section of the country. They have four Consumer Centres in San Francisco and Oakland. They publish short and simple pamphlets in English and in Spanish on topics related to consumer problems in California. Their materials can provide inspiration for developing local ones in other countries. A list of their publications can be solicited from the above address.

- The Cooperative League of the U.S.A.
  59 East Van Buren Street
  Chicago, Illinois 60605

- Division of Home Economics Education
  College of Education
  University of Illinois
  Urbana, Illinois 61801

They publish Illinois Teacher of Home Economics, an excellent periodic publication for home economics educators. Several issues have been devoted to management-consumer education topics in the past few years. Available only in English. Price: $0.50 per copy.

- Consumer Division
  Office of the Mayor
  City Hall, New York, N.Y. 10007

- Consumers Union of U.S.
  256 Washington Street
  Mount Vernon, New York 10550

It is an affiliate of IOCU, with numerous publications in English, mainly referring to the situation of the consumer in the U.S. A few materials of general interest have been translated into Spanish.

- Extension Food Marketing Program
  Extension Services of State Colleges of New York
  New Jersey and Connecticut
  New York Metropolitan Area Office
  11 Park Place, New York, N.Y.

  They publish consumer education pamphlets in Spanish or in Spanish/English for the people of Latin American origin in the area.

- New York Better Business Bureau, Inc.
  220 Church Street
  New York, N.Y. 10007

- New York City Department of Health
  (Depto de Salud de la Ciudad de Nueva York)
  125 Worth Street
  New York, N.Y. 10013

  They publish some materials in English and Spanish such as the series "Buena Alimentación para la Buena Salud" (Good Food for Good Health), as well as other materials for families and homemakers.

- New York City Department of Markets
  Division of Consumer Law Enforcement
  137 Centre City Street
  New York, N.Y. 10013

  They publish some materials in Spanish related to the functions of the Department, and the laws that protect the consumer in New York City.

- New York State Department of Law
  Office of the Attorney General
  80 Centre Street
  New York, N.Y. 10013

- Manager of Educational and Consumer Relations
  J.C. Penney Company, Inc.
  1301 Ave. of the Americas
  New York, N.Y. 10019

  They create and publish excellent educational materials in Home Economics, in English. A few have been translated for their Puerto Rican clientele. A price list is available from the above address.

- Consumer Education and Protective Association
  6048 Ogontz Avenue
  Philadelphia, Pennsylvania 19141

- Cooperative Extension Service
Texas A and M University
College Station, Texas 77843

They reproduce some pamphlets from the Puerto Rico Extension Service for use with their Spanish-speaking population.

- Agency for International Development (AID)
US Department of State
21st and Virginia Avenue
Washington D.C. 20523

See México, Regional Technical Aids Center.

- American Home Economics Association
2010 Massachussetts Ave. N.W.
Washington D.C. 20036

The Journal of Home Economics and various other kinds of materials are only published in English. A price list is available from the above address.

- Bureau of Family Services
US Department of Health, Education and Welfare
Washington D.C. 20201

- US Bureau of Federal Credit Unions
633 Indiana Avenue, N.W.
Washington D.C. 20004

- Children's Bureau
US Department of Health, Education and Welfare
Washington D.C. 20201

- Federal Extension Service
US Department of Agriculture
Washington D.C.

Their numerous publications are for sale from the Superintendent of Documents, US Government Printing Office, Washington D.C. 20402. Some of their publications are available in Spanish. A price list can be obtained from the Superintendent of Documents.

- Food and Drug Administration
US Department of Health, Education and Welfare
200 "C" Street, S.W.
Washington D.C., 20204

- Home Economics Education Association
National Education Association
1201 Sixteenth St., N.W.
Washington, D.C. 20036

They publish some excellent educational materials on home economics topics. Available only in English.

- Office of Consumer Education
Department of Education
US Department of Health, Education and Welfare
Washington D.C. 20202

- Office of Metropolitan Development
US Department of Housing and Urban Development
Washington D.C. 20410

Note: Most US Government Publications are available from the Supt. of Documents, US Government Printing Office, Washington, D.C. 20402. Prices vary from about 10 cents to about 50 cents. Usually single copies can be obtained without charge. There are quantity prices in case 100 or more copies are ordered.

- CUNA International, Inc.
1617 Sherman Avenue
P.O. Box 431
Madison, Wisconsin 53701

The official CUNA publication in English is "The Credit Union Magazine". This institution is related to credit unions; they work with developing countries on promoting and helping strengthen the credit union movement. Spanish publications are available; see Panamá.

- Administración de Fomento Cooperativo
Apartado 14125, Estación Barrio Obrero
Santurce, Puerto Rico

- Dra. Carmen P. de Busquets
Especialista en Administración del Hogar
Servicio de Extensión
Apartado 607
Río Piedras, Puerto Rico 00928

She has prepared different kinds of educational materials in the field of management with particular emphasis on family finances. She has had teaching experience in Central America and Colombia.

- Federación de Cooperativas de Crédito de Puerto Rico
Apartado 177
Roosevelt, Puerto Rico

- La Organización de las Cooperativas de América
  Apartado 686
  Roosevelt, Puerto Rico

- Programa de Orientación del Consumidor
  Apartado 4183
  San Juan, Puerto Rico

  Su lema: "Piensa primero. Compra después!" (Their theme: Think first. Buy later!) They publish various kinds of good quality materials on management-consumer education topics. Available in Spanish.

APPENDIX III

SELECTED AND ANNOTATED BIBLIOGRAPHY

This bibliography is based on the review of part of a set of materials, published and unpublished, collected at the FAO Regional Office in Santiago, Chile. The materials are in Spanish, Portuguese, or English. They all deal with topics falling within the management-consumer education area.

In order to organize the bibliography, an attempt was made to devise a classificatory system. The same categories and numbers have been used in both the Spanish-Portuguese and the English sections of the bibliography. (Portuguese references were included with Spanish ones; they are few in number and the two languages have similar roots).

The Consultant does not consider this classification complete at this point. As further materials are reviewed, other categories and subcategories may be added; also the criteria, especially for cross referencing and handling of series, may be refined.

Spanish materials were given priority, as the purpose was to prepare a list of use to Spanish-speaking audiences; many categories do not contain English references because of lack of time to review and the specified preference for reviewing Spanish materials.

The annotation of Spanish references is presented in that language; because such references are usually available only in Spanish, it does not seem useful to translate this section to any other language. Although some materials in the Spanish section are translations from English, there is no reference to the original title in the English section.

Several items were reviewed which have both Spanish and English texts in the same publication. These were developed for use with Spanish-speaking people in the USA, for language classes, or as guides for English-speaking teachers working with Spanish-speaking people. The annotations of these publications appear in the Spanish section with a cross reference in the English section.

A. Clasificación Tentativa de Materiales Publicados en Administración-Educación del Consumidor

1. Filosofía y conceptos fundamentales

- Alvarenga, Sonia Coelho de. Importancia da economia alimentar e do consumo no processo de desenvolvimiento. Ier curso nacional de aperfeiçoamento e programação em nutrição aplicada e saúde. Viçosa, Brasil, UFV, Centro de Ensino de Extensão. 1970. (mimeografiado) 10 p.

Contenido: consumo en los países subdesarrollados; problemas sociales y económicos relacionados con los cambios en el consumo; condiciones necesarias para que hayan cambios en el consumo; economía familiar. Podría servir para agentes de cambio o personal que trabaja con familias como información basica o lectura para cursos de capacitación.

- Alvarenga, Sonia y Braga, Fernanda. Educação do Consumidor. Ier curso nacional de aperfeiçoamento e programação em nutrição aplicada e saúde. Viçosa, Brasil, UFV, Centro de Ensino de Extensão, (Mimeografiado) 79 p.

Contenido: el papel del consumidor en el sistema económico; la familia como unidad económica; variables socio-económicas que influyen sobre el consumo; análisis de precios; teoría general de compras; educación al consumidor en los países en desarrollo; litera-

tura consultada. Bastante énfasis en los aspectos económicos; útil para instructores; podría servir para estudiantes especialmente a nivel universitario.

2. Metodología y Conceptos Educativos

- Guía para el animador. Notas de orientación para los animadores de los grupos de estudio de los problemas del consumidor. Programa de Orientación del Consumidor, San Juan, Puerto Rico. 1959. 13 p. Ilustrado.

Contenido: definición de propósitos; manuales de orientación; organización de grupos. Esta Guía sigue siendo útil para animadores que deseen trabajar con grupos interesados en resolver sus problemas de consumo familiar o comunal. Ideas sensatas, presentadas en forma clara y breve.

- Tasso, Oriana. Proyecto Educación al Consumidor. IICA, Programa de Desarrollo Area Maipú, Santiago, Chile. 1971. (mineografiado) 88 p.

Informe de un proyecto de acción con un grupo de campesinas de un sector de reforma agraria; realizado en Chile; informe preparado para una audiencia nacional. Dos educadoras del hogar enseñaron diversos conceptos de educación al consumidor, particularmente en relación a la compra de alimentos y de ropas para la familia. El informe abunda en conceptos teóricos; es largo y proporciona poca información acerca del contenido de las clases aunque la metodología empleada para enseñar conceptos relacionados con la toma de decisiones racionales parece interesante.

- White, Gladys C., Alberta D. Hill y Edna P. Amidon. La superación del hogar y de la vida familiar entre familias de ingresos limitados. Washington, D.C., Depto. de Salud, Educación y Bienestar. 1965. 28 p.

Contenido: selección de áreas para el desarrollo de proyectos de administración del hogar; planificación; apoyo de agencias de asistencia social; problemas particulares de la enseñanza; cómo fueron resueltos esos problemas. Parece especialmente útil el capítulo V sobre los problemas de enseñar administración del hogar a familias de escasos recursos. Util para personal de proyectos de cambio a varios niveles de responsabilidad y en diferentes países.

- Serie de filminas a color de aproximadamente 14 minutos de duración. CUNA Internacional, Inc., Depto., de Extensión Mundial, Madison, Wisconsin, sin fecha.

Hojas plegadas que describen la serie CED-10 a CED-13. Los títulos son: El Consejo de Administración, sus Funciones; La Junta de Vigilancia, sus Funciones (en una cooperativa de consumo); El Comité de crédito, sus Funciones; El Comité Educativo, sus Funciones.

3. Recursos, en general

Clases de recursos
(ninguna referencia)

Uso de recursos

- Cómo evitar desperdicio en el uso de gas y electricidad. Ciudad de Nueva York, Depto. de Bienestar Público. Programa de Economía del Hogar. 1963. Hoja plegada. Form M-117a.

Sugerencias para gastar menos gas al cocinar, para tener buena iluminación en el hogar sin desperdiciar electricidad, precauciones para evitar accidentes caseros relacionados con el gas y la electricidad, cómo planchar con mejores resultados y empleando menos energías y electricidad. Información sencilla, clara y sensata; útil para todo público.

4. Organización del Consumidor

Cooperativas

- CUNA Internacional, Inc. P.O.Box 431, Madison, Wisconsin 53701, USA

Seis hojas plegadas, sin fechas. Las cinco primeras explican las ventajas de las cooperativas de ahorro y crédito; la sexta explica por qué los préstamos resultan mas baratos en la cooperativa de crédito. Títulos: "Nuestra cooperativa de ahorro y crédito" Form M-102 SP; "Ahorre mientras paga" Form M-135 SP; "Tres reglas que le ayudarán a evitar pagar demasiado por el uso del crédito"SPECIAL FORM M-111SP; "Dame una buena razón por la cual yo deba ingresar a la cooperativa de crédito" es una historieta con dibujos y leyendas escritas; "¿Por qué necesitamos una cooperativa de crédito?"también es historieta; "¿Dónde puedo conseguir un préstamo al más bajo costo?"

- LARO. Oficina Regional para América Latina. Programa CUNA/AID. Apartado 5664, Panamá 5, Panamá.

Una hoja plegada explica cómo y cuando se formó la Oficina cuyo objectivo principal es asistir a las federaciones de ahorro y crédito en su transición de la fase de organización a la consolidación, así como fortalecer el movimiento cooperativista en toda América Latina. LARO desarrolla actividades a través de los siguientes departamentos: Extensión, Entrenamiento, Publicaciones y Proyectos Especiales.

- Ley Federal de Cooperativas de Crédito. Depto. de Salud, Educación y Provisión Social de los EUA. 0-777-354 US Govt. Printing Office, Washington, D.C. 1965. 26 p.

Contiene las disposiciones de la Ley (1934) con las modificaciones introducidas en ella hasta 1964 y otras disposiciones pertinentes. Util para personas interesadas en promover la formación de cooperativas de crédito en diversos países.

- Publicaciones en español para organizar cooperativas, educar, orientar sobre temas relacionados con las mismas. La Organización de las Cooperativas de América. Apartado 686, Roosevelt, Puerto Rico. 1966.

Se trata de una hoja plegada que anuncia materiales disponibles para asociados y dirigentes. Las de la Serie Verde son bastante sencillas. Algunos títulos son: "Los principios de la cooperación"; "¿Qué es une cooperativa?; "¿Cómo se empieza una cooperativa?"; "¿Qué es una cooperativa de consumo?".

- Sirviendo a Latinoamérica. Cooperativas de Ahorro y Crédito. CUNA Internacional, Inc. Wisconsin, USA. sin fecha. 47 p. ilustrado.

Contiene artículos que describen el movimiento de las cooperativas de ahorro y crédito en algunos países latinoamericanos: Bolivia, Brasil, Colombia, Ecuador, El Salvador, Guatemala, Honduras, México, Nicaragua y Perú. Puede ser de interés para las personas que deseen conocer la situación del movimiento cooperativista latinoamericano, para educadores que deseen conocer los recursos con que cuentan los consumidores de cada país.

- Ventajas que ofrece una cooperativa de ahorro y crédito a los afiliados de un sindicato. CUNA Internacional, Inc. Wisconsin, USA. sin fecha. Hoja plegada ilustrada.

Contenido: razones por las cuales los sindicatos apoyan a las cooperativas de ahorro y crédito, qué es una cooperativa, qué ofrece, cómo funciona, cómo se estructura, cómo se organiza. Información presentada en forma clara.

- Una vida mejor por medio de las cooperativas federales de crédito. Oficina de Cooperativas Federales, Depto. de Salud, Educación y Bienestar. Washington, D.C. 1962. Hoja plegada.

Contiene una gran cantidad de información acerca de las cooperativas federales de ahorro y crédito, su misión, ley federal que las ampara, funcionamiento, dirección y administracion, qué sucede con los excedentes, disposiciones legales que constituyen garantías del sistema. La información es útil para personas interesadas en el tema, pues aunque se refiere a las cooperativas de los EUA, los principios y bases son los mismos que reconocen los programas internacionales de cooperativismo.

Otros tipos de grupos

- Estableciendo Asociaciones de Ahorro y Préstamo en Países poco Industrializados. RTAC/AID, México. 1963. Serie: Intercambio de Métodos e Ideas, No. 38. 13 p.

Este folleto fue preparado para uso de los técnicos de vivienda de los EUA que trabajan para la AID en países en desarrollo. Explica cómo se organizan y funcionan las asociaciones de ahorro y préstamo para financiar viviendas familiares. Se reconoce el hecho de que cada nación tendrá que desarrollar sus propias instituciones para este fin, en base a su situación social, económica y a su cultura.

Cómo organizar a los consumidores

- Organización de Consumidores de Puerto Rico. ¿Cómo y Por qué se Originó? sin datos de publicación, posiblemente del Programa de Orientación del Consumidor. Mimeografiado. 5 p.

Explica los antecedentes y el proceso que se siguió para crear una organización de consumidores en Puerto Rico. Puede ser útil para personas interesadas en crear grupos u organizaciones de consumidores en otros países.

Motivación

- Ahorre en su cooperativa de crédito todos los días de cobro. Serie Crédito No. 15. Administración de Fomento Cooperativo, Puerto Rico. Rev. 1961. Hoja plegada.

Estimula a los socios de cooperativas a ahorrar sistemáticamente aunque sea en pequeñas sumas; de tipo motivacional.

- No se enrede con las aparentes facilidades de crédito que le ofrezcan. Serie VI, Cooperativas de Crédito No. 10. Administración de Fomento Cooperativo, Puerto Rico. Rev. 1960. Hoja plegada.

En una presentación sencilla de tipo motivacional, promueve la idea de solicitar crédito en las cooperativas de crédito en lugar de en las tiendas o comercios.

- Magdol, Edward. La revolución del consumidor. USAID/Colombia. (Traducción de la revista Everybody's Money, agosto de 1966) folleto sin número. 5 p.

Contenido: traducción de un artículo que informa acerca de la Conferencia Internacional de Uniones de Consumidores (IOCU) en Israel. El lema de la reunión fue "La revolución del consumidor". Hace resaltar que los problemas de los consumidores son similares en muchos países, que las soluciones pueden ser similares, por ejemplo: formar grupos que analicen y evalúen productos, reunirse en cooperativas, comunicarse con consumidores y comerciantes.

5. Protección del Consumidor

Legislación

- Cuerpo de protección al consumidor. Conozca las leyes que le ahorran dinero. Ciudad de Nueva York, Depto. de Mercados. Sin fecha. Hoja plegada ilustrada.

Información breve acerca de las funciones y programa del Depto. de Mercados de la ciudad de Nueva York; cómo pueden participar los consumidores en su acción. Leyes que protegen al consumidor en: publicidad, fijación de precios, básculas (pesas o balanzas), métodos de venta, peso neto, báscula del consumidor, carnes molidas, huevos, empleo de luces de colores, envases engañosos, artículos de consumo envasados, mostrador de pago; otras sugerencias para que el consumidor se proteja. Aunque no se podría usar tal como es, puede ser muy útil para señalar los tipos de leyes que existen, o pueden ser dictadas, para proteger a los consumidores en diversos países.

Agencias e instituciones gubernamentales que protegen al consumidor (ninguna referencia)

Grupos e instituciones privadas que protegen al consumidor (ninguna referencia)

Fraudes y engaños

- ¡Pelee! No permita que los tramposos se salgan con la suya. San Francisco, California, BAND. 1966. hoja plegada ilustrada.

Contenido: sugerencias a los consumidores para actuar en caso de ser engañados; lista de agencias a las cuales pueden acudir en los EUA para presentar reclamos. Interesantes sugerencias que se deben adaptar a las situaciones de cada país.

- ¿Piensa que le han engañado? San Francisco, California, BAND. Sin fecha. Hoja plegada.

Contenido: qué puede hacer el consumidor si es víctima de un fraude, derechos legales del consumidor. Puede servir para estimular la preparación de algo similar en cada país.

6. Alimentación

Sanidad de los alimentos

- Higiene de los alimentos. Arturo Rangel López. México, Instituto Mexicano del Seguro Social. Serie Manuales de Prestaciones Sociales No. 7. 1970. 124 p. ilustrado.

Contenido: Nociones generales sobre la alimentación; el manejo de los alimentos y la salud; conservación de los alimentos en diversas formas caseras. Sería útil para las mujeres que asisten a los cursos dictados por el IMSS y tal vez para mejoradoras del hogar en países centroamericanos. Necesita ciertas adaptaciones para utilizarse en el medio rural.

- Preparación de comidas saludables. México, AID/RTAC. Serie Saneamiento No. 8. 1965. 20 p. ilustrado.

Temas de especial interés: haga más saludable y segura la comida; seleccione alimentos de buena calidad; guarde los alimentos en un lugar limpio. También utensilios y equipo son importantes para preparar alimentos, para cocinar, para servir, para limpieza y almacenaje.

Alimentos que debe consumir la familia (requerimientos nutricionales)

- Alimentos. Una guía para todos los días. El programa 444-3-2. Universidad de California, Extensión. 4-H ENEP-10.

Hoja de cartoncillo, a colores, presentación muy atractiva para todo público, en inglés y castellano. Presenta los cuatro grupos: verduras-frutas 4 porciones; pan-cereales 4 porciones; leches 3 porciones; carnes 2 porciones.

- Alimentos para familias jóvenes. USDA, Federal Extension Service, Washington, D.C. PA-691-S a PA-696-S hojas plegadas a colores, 1969. 4 p. cada una.

"Elementos nutritivos esenciales" indica en tres columnas el nutrimento, por qué se necesita y dónde se encuentra. Util para líderes y familias que pueden leer a nivel primario.

"Principios básicos en la preparación de alimentos" explica los cambios que se producen en los alimentos al ser cocinados, por qué se producen y cómo conservar su calidad y valor nutritivo. Incluye los cuatro grupos. Util para personal de extensión y para familias de ingresos y educación más del promedio.

"Cómo alimentar a los niños" está dirigido a las madres, da sugerencias para la formación de buenos hábitos e indica que los hábitos alimenticios se forman durante la niñez y que duran toda la vida. Subtítulos: proporcione las condiciones favorables; evite los excesos; dé un buen ejemplo; alimentos para el niño que está creciendo; planee comidas sabrosas y de buena apariencia; prepare comidas deliciosas pero que también sean nutritivas; dé al niño la oportunidad de aprender; soluciones para algunos problemas. Excelente para educadores y familias con nivel educativo mediano y alto.

"Coma bien para vivir mejor" señala en forma sencilla la importancia de la buena alimentación para la salud, resistencia a enfermedades, rendimiento. Incluye una guía diaria de alimentos con cuatro grupos y cantidades recomendadas; da resultados de algunos estudios sobre efectos de buena y mala nutrición en adultos y adolescentes.

"Cómo planear comidas fácilmente" da cinco sugerencias a las amas de casa de cómo planear con un patrón muy norteamericano; incluye sugerencias para introducir variación en sabor, color, textura, forma y temperatura de los platos.

"Selección y compra de alimentos" sugiere maneras de ahorrar en la compra de los diferentes grupos de alimentos. Hay énfasis en las carnes, por ser un artículo que se lleva la mayor proporción del dinero para alimentos. Hay excelentes consejos, pero debe ser adaptado a situaciones locales, seleccionando los más pertinentes para América Latina, especialmente en el sector rural.

- Alimentos para su familia. Puerto Rico, Depto. de Instrucción. División de Educación de la Comunidad. 1952. 40 p. ilustrado.

Orientado a familias campesinas de Puerto Rico y regiones tropicales; lenguaje sencillo; presenta gráfico de cinco grupos de alimentos. Contenido: el cuerpo humano es una máquina que necesita alimentos para funcionar y tener buena salud; alimentos que casi todos comemos; otros alimentos que debemos comer; énfasis en producción casera de los alimentos nutricionalmente ricos. Aunque antigua en fecha, la información parece válida y puede sugerir publicaciones similares para cada país, pero sólo para zonas rurales que puedan producir sus alimentos a nivel familiar.

- Buena alimentación para la buena salud. Departamento de Salud de la cuidad de Nueva York. (125 Worth St. New York 10013) Serie de hojas plegadas. Sin fecha. Simultáneamente en inglés y castellano.

"Beba leche todos los días. Coma queso a menudo" presenta en forma gráfica, con pocas palabras, varios tipos de leche y queso; indica la cantidad que se debe consumir diariamente.

"Coma pescado, carne o aves todos los días" presenta en forma gráfica los alimentos ricos en proteínas cuyo consumo aconseja; no indica cantidades.

"Coma cereal o pan todos los días" indica los cereales, harinas y panes en el mercado norteamericano.

"Coma y beba alimentos ricos en vitamina C todos los días" indica las verduras y frutas comunes que son ricas en vitamina C y que se pueden comer crudas.

"Coma una hortaliza verde oscuro o de color amarillo todos los días" trata del tema señalado.

"Coma papas y otras hortalizas y frutas también todos los días" incluye las papas y algunas frutas, mayormente tropicales, no incluídas en las hojas anteriores.

Todas las hojas pueden servir de inspiración para preparar materiales locales sencillos para amas de casa y otros miembros de la familia.

- Una buena selección para la familia que desea economizar. Washington, D.C., USDA. Hojas sueltas o plegadas. 1970 - 71.

En general se trata de una presentación sencilla con letras grandes y dibujos; información de cómo comprar y recetas para la preparación de los alimentos. Temas y el número de cada publicación de la serie: leche evaporada (FNS-39); Leche instante en polvo sin grasa (FNS-40); queso (FNS-41); frutas y vegetales ricos en vitamina A (FNS-42); frutas y vegetales ricos en vitamina C (FNS-43); pasas (FNS-44); una variedad de frutas y de vegetales (FNS-45); aves (FNS-46); frijoles, granos secos (FNS-49); bulgur - trigo integral partido (FNS-56); macarrones (FNS-58).

- La estrella de la buena nutrición. Negociado de nutrición, Depto. de Salud, Ciudad de Nueva York. (125 Worth St., N.Y. 10013). Hoja plegada y cartel a colores. Sin fecha.

Presenta una clasificación de seis grupos de alimentos; algunos nombres de los alimentos corresponden al Caribe o Centro América.

- Guía para comer bien. Washington, D.C., USDA. FNS-13-S. 1970.

Una hoja en colores que indica el número de porciones de los cuatro grupos que se requieren diariamente de cada grupo. A veces emplea onzas como medida.

- Instituto Nacional de Nutrición. Bogotá, Colombia.
Serie de hojas plegadas.

Materiales sencillos para amas de casa con los siguientes títulos y números; buena alimentación, buena salud que contiene versos acerca del valor de diversos alimentos (ED4-65-46); proteja su salud y la de su hijo para la mujer embarazada (ED4-66-07); nuestras frutas (ED4-67-01); incaparina ayuda al crecimiento y salud de los niños (ED4-67-09); la incaparina en la alimentación de la familia (ED4-67-10).

- Programa de Educación en Alimentación y Nutrición. Gobierno Español/UNICEF/FAO, Madrid, 1968. Serie de folletos pequeños, sencillos, ilustrados.

"Legumbres, patatas y frutos secos" enfatiza el valor nutritivo de las leguminosas, cómo prepararlas para tener una alimentación equilibrada; consejos para cocinar las papas conservando su valor nutritivo y para complementarlas con otros alimentos más nutritivos.

"Verduras y frutas" indica formas de consumirlas para que conserven su valor vitamínico.

"Dulces, chocolates, bebidas" enfatiza el papel de dulces y chocolates como fuente de calorías únicamente sin otro valor nutritivo; hace hincapié en que la gordura no es sinónimo de la salud en niños ni adultos. Señala graves peligros del consumo de bebidas alcohólicas para niños y adultos; anota la falta de valor nutritivo de bebidas gaseosas, recomienda jugos de frutas para el consumo infantil.

"Carnes", "Pescados" y "Leche y queso" tratan los temas indicados con consejos similares a los otros folletos descritos.

Planeamiento de comidas

- Serie Alimentos para familias jóvenes PA-695-S "Cómo planear comidas fácilmente".

Ver descripción en la sección Alimentos que debe consumir la familia.

Compra de alimentos

- Cómo María compró un traje nuevo. La historia de una cuidadosa compradora de alimentos. (How María bought a new dress. The story of a careful food shopper). Extensión Food Marketing Programme. Extension Services of State Colleges of New York, New Jersey and Connecticut. New York Metropolitan Area Office. Sin fecha. Hoja plegada ilustrada.

Historieta en inglés y en español simultáneamente. Indica las formas en que la protagonista compró alimentos gastando menos dinero. Orientada a las amas de casa del medio urbano con recursos limitados, sin embargo, las sugerencias pueden ser útiles para áreas rurales.

- Comprando alimentos. Depto. de Salud, Negociado de Nutrición, Ciudad de Nueva York, N.Y. 10013. Hoja plegada a colores. 10M-9/68.

Sugerencias para amas de casa en cuanto a cómo comprar sabiamente: planeamiento de comidas nutritivas antes de comprar; comprar por peso; fijarse en la balanza; sustituciones posibles. El español se entiende, pero se podría mejorar.

- Defienda su dinero al comprar alimentos. Texas Agricultural Extension Service, Texas A and M University, College Station, Texas. 77843. L-601. 1963? hoja plegada.

Sugerencias sencillas y útiles relacionadas con el planeamiento de menús, preparación de una lista de compras, tiendas donde comprar, pagos al contado, almacenamiento y desperdicio de los alimentos.

- Secretos para la buena compra de víveres. BAND, San Francisco, California. Hoja plegada a colores, ilustrada.

Orientada hacia un público urbano en los EUA que compra en supermercados. Puede sugerir ideas para preparar materiales sencillos para consumidores, pero tiene uso muy limitado en América Latina tal como está.

- Serie Alimentos para familias jóvenes PA-696-S "Selección y compra de alimentos".

Ver descripción en la sección Alimentos que debe consumir la familia.

Preparación de alimentos

- Cocine así la carne ovina. Serie Economía del Hogar, Nutrición. Buenos Aires, Argentina, INTA. 1968. 20 p.

Presenta formas de utilizar carne de cordero; destaca su valor nutritivo y bajo costo. Gráficos con cortes del cordero en la Argentina y usos de cada corte; recetas empleando diversos cortes.

- Comamos pescado. Let's have fish. Depto. de Servicios Sociales, Ciudad de Nueva York. Form M-117n. Rev. 7/1/67. 14 p.

Contenido: valor del pescado; cómo seleccionar pescado fresco; cómo conservar pescado congelado; seis diferentes menús con plato principal de pescado; recetas que son sencillas y podrían utilizarse con grupos latinos.

- Conserve el poder alimenticio de los vegetales y hortalizas. Bogotá, Colombia, Instituto Nacional de Nutrición. EDA-67-19. Hoja plegada.

Sugerencias para preparar verduras y frutas sin destruir sus nutrientes.

- Formas de preparar el atún. - Recetario No. 1. Santiago, Chile, Instituto de Fomento Pesquero, CORFO. Hoja plegada a colores.

Recetas económicas. La última hoja tiene un cuadro en que se comparan el precio de la carne vacuna, pollo, cerdo y atún (enlatado) por kilo. Comparan además el porcentaje en que cada uno disminuye al cocinarlos. El atún resulta, según eso, mucho más económico por ser 100% aprovechable. Interesante comparación que podría hacerse con otros alimentos.

- Recetas a base de menestras. Graciela Paz. Lima, Perú, Ministerio de Agricultura, Dirección General de Promoción Agropecuaria, Dirección de Extensión y Educación Rural. 1969? 76 p.

Recetario para el empleo de una variedad de leguminosas en diversas formas; preparado en relación a una campaña nacional de utilización de las menestras en la alimentación. En la introducción incluye brevemente: valor nutritivo de las menestras; cómo almacenar las menestras en el hogar; cómo cocinar las menestras; cómo guardar y usar sobrantes de las menestras.

- Recetas a base de pescado. Graciela Paz: Lima, Perú, Ministerio de Agricultura y Ministerio de Pesquería. Concurso Diciembre 1970. 64 p.

La introducción incluye brevemente: valor nutritivo del pescado; cómo comprar pescados frescos, secos y salados; cómo conservar el pescado; diversos métodos de preparar el pescado. Luego hay recetas en relación al concurso.

- Serie Alimentos para familias jóvenes PA-692-S "Principios básicos en la preparación de alimentos".

Ver descripción en la sección Alimentos que debe consumir la familia.

Conservación y almacenamiento de los alimentos

- Conservación de los alimentos en el hogar. México, RTAC/AID. Serie Saneamiento No. 7. 2a ed. español. 1965. 19 p. ilustrado.

Contenido: cómo cuidar las diversas clases de alimentos (leche y derivados, carnes, pescado, aves, huevos, frutas y verduras frescas, grasas y aceites, alimentos horneados, alimentos deshidratados; alimentos enlatados, comida sobrante); por qué se echan a perder los alimentos; el área de almacenamiento; recipientes para los alimentos; medios para conservar frescos los alimentos (refrigerador sin hielo, enfriador sin hielo y otros). Sugerencias útiles para improvisar equipo aun con muy pocos elementos y sin gastar mucho.

- Secado al sol de frutas y legumbres. México, RTAC/AID. 5a. ed. español. 1965. 26 p. ilustrado.

Adecuado para educadores en áreas rurales con días soleados.

Aprovechamiento de los alimentos

- Cómo aprovechar los alimentos. College Station, Texas, Texas Agricultural Extension Service, Texas A and M. MP-650. Sin fecha. 7 p. ilustrado.

Sugerencias para que el ama de casa evite desperdiciar los alimentos al comprarlos, conservarlos, prepararlos y servirlos. Consejos útiles y acertados; vocabulario muy simple.

- Cómo utilizar en la alimentación viandas que habitualmente se desechan. Buenos Aires, Argentina, Instituto Nacional de Nutrición. Sin fecha. 2 hojas.

Recetas para utilizar hojas de remolacha, hojas de coliflor, pencas de acelga, cabezas de pescado, jaleas de cáscaras de manzana, naranjas, pomelos. Recetas sencillas para empleo diario.

- La quinua, gran alimento peruano. Lima, Perú, Ministerio de Salud Pública y Asistencia Social. División de Higiene y Educación Sanitaria, Depto. de Nutrición. 1954. 33 p.

Recetario para diversas preparaciones con la quinua, producto del altiplano de considerable valor nutritivo.

Alimentación infantil:

- Serie de folletos del Instituto Nacional de Nutrición, Bogotá, Colombia.

"Alimentación de su bebé durante el primer año de vida" presenta las ventajas de la leche materna y los alimentos complementarios desde las primeras semanas, por períodos.

"Alimentación del niño de 1 a 5 años" indica la importancia de la alimentación variada para este período; qué alimentos incluir; importancia del ejemplo familiar en la aceptación o rechazo de alimentos por los niños.

"Alimentación del niño de 6 a 12 años" indica los alimentos y las cantidades que deben darse al niño en esta etapa con hincapié en la relación entre los alimentos y el rendimiento escolar.

"Ayudemos a mejorar la alimentación de nuestros alumnos" indica el uso de la leche en polvo en las escuelas, conservación e higiene, preparación, y la enseñanza de la importancia de su consumo.

- Serie Alimentos para familias jóvenes PA-693-S "Cómo alimentar a los niños".

Ver descripción en la sección Alimentos que debe consumir la familia.

Protección del consumidor en alimentación

(La serie de la FAO sobre Normas de Identidad y de Pureza para los Aditivos Alimentarios y Evaluación de su Toxicidad puede ponerse aquí señalando que es para uso técnico).

Materiales educativos

- Carteles de los cuatro grupos de Alimentos. Santiago, Chile, Servicio Nacional de Salud, Sección Nutrición. 1961.

Serie de siete carteles, a colores, en base a los cuatro grupos y de acuerdo a las características alimentarias en Chile. Hay un instructivo que explica cómo emplear los carteles. El Servicio Nacional de Salud entrega un juego por escuela a las escuelas chilenas para ser utilizados por los maestros.

- Curso de Instrucción Alimentaria. Bogotá, Colombia, SENA. Sin fecha.

Hay dos lecciones de interés especial para educación del consumidor: "Planeación de la minuta del adolescente y de la familia" (005) que incluye el objetivo No. 3 - aprender a planear y comprar un mercado para la familia con alimentos variados y nutritivos; y "Almacenaje, higiene y preparación de alimentos" (007) sobre higiene, métodos de preparación que no destruyan el valor nutritivo de los alimentos, almacenamiento adecuado de diversos tipos de alimentos y con diverso equipo, preparación correcta de la leche en polvo. Cada lección contiene objetivos, metodología, equipo y materiales, bibliografía e información para transmitir; algunas de las ilustraciones que incluyen servirían para carteles.

- Fridthjof, John. Cómo estimular el consumo de alimentos proteínicos. Roma, FAO. 1963. 106 p. ilustrado.

Aunque se trate del uso del pescado, es apto para todo público que necesite o desee organizar campañas para estimular el consumo de alimentos nutritivos. Contenido: antecedentes y justificación; planeamiento de la campaña; desarrollo práctico de la campaña; apéndices incluyen formularios para encuestas, juego educativo. Muy completo y de presentación atractiva.

- El libro colorante de las comidas buenas. Washington, D.C., USDA. PA-912-S. 1969.

Libro para colorear, para niños que pueden leer; basado en cuatro grupos de alimentos. Ideas interesantes para producir algo similar más adecuado a los hábitos alimentarios y a los alimentos de consumo popular en países latinoamericanos.

- López Nomdedeu, Consuelo. Manual de Cocina y Alimentación. 5° curso. Madrid, Editorial Almena. 1971. 164 p. ilustrado.

El manual fue escrito como un texto para estudiantes secundarias en España, pero puede ser útil también para amas de casa urbanas de clase media. La persona que emplea el texto tendría que seleccionar con cuidado según los recursos de su audiencia.

- López Nomdedeu, Consuelo. Manual de Cocina y Alimentación. 6° curso. Madrid. Editorial Almena. 1971. 64 p. ilustrado.

Este manual es compañero del anterior, dirigido a las estudiantes secundarias del sexto curso. Es para el mismo tipo de audiencia. Hay varios anexos que tienen elementos utilizables en educación del consumidor en alimentación.

- Wight, Jean Audrey. Manual de Nutrición para Escuelas Primarias. México. RTAC/AID ha reeditado el manual. Chile, Operación Niños. 1965. 258 p. ilustrado.

Contiene unidades para primer a sexto grado primario; basado en cuatro grupos de alimentos. Cada unidad contiene principios de nutrición para el profesor, bibliografía, ejercicios para alumnos, sugerencias para la integración con otras asignaturas, evaluación de la enseñanza de la nutrición. Hay anexos sobre materiales didácticos y audio-visuales e higiene y seguridad personal más una bibliografía. Hay muchas buenas ideas para el uso de cuentos, juegos y diversas actividades para enseñar a niños. También son interesantes las sugerencias para integrar la enseñanza de nutrición con otras materias. Util para maestros urbanos o rurales, para cualquier nivel económico.

7. Finanzas familiares

Registro de gastos

- Adónde se irá el dinero? San Francisco, California, BAND. Hoja plegada. Sin fecha.

Contenido: Hay que planear los gastos para conseguir lo que se desea; ¿cuánto está gastando actualmente? Balance de ingresos y gastos. Contiene algunos puntos claves para la administración del dinero. Hay una guía simple y general para obtener el total de gastos y compararlos con los ingresos.

Plan de gastos

(ninguna referencia)

Educación financiera de los hijos

- Busquets, Carmen P. El ahorro en los niños. San Juan, Puerto Rico, Servicio de Extensión Agrícola. 1958. 3 p.

Sugerencias a los padres para que ayuden a sus hijos a aprender el significado y propósitos del ahorro, sin despertar en ellos el sentido de avaricia; claro y sencillo; contenido excelente.

- Su niño y el dinero. Buenos Aires, Argentina, INTA .

Este folleto fue desarrollado por estudiantes en el Instituto Superior de Hogar Agrícola; INTA está en proceso de reeditarlo. Contenido: es necesario aprender a gastar el dinero; sugerencias para ayudarles a los hijos a desarrollar gradualmente las habilidades en la administración del dinero. Excelente enfoque desde el punto de vista del desarrollo humano y el aprendizaje de habilidades administrativas.

Información general

- Plan de ahorro y gastos para toda la familia. San Juan, Puerto Rico, Programa de Orientación del Consumidor. 1959. 43 p.

Contenido: importancia del dinero en la economía de Puerto Rico; factores que afectan la administración de los ingresos; preparación de un presupuesto; modelo de presupuesto; orientación del niño sobre la administración del dinero; lo que debe conocer la familia sobre su situación financiera. Es un manual básico para personas que deseen trabajar con familias en la administración de sus ingresos; contiene sugerencias para experiencias educativas en cada capítulo. Los ejemplos de Puerto Rico deben ser sustituídos por ilustraciones locales donde se aplican.

- Programa de Educación del Consumidor. San Juan, Puerto Rico.

También se editan hojas plegadas sobre el tema. "Ponga sus papeles en orden" indica la importancia de que cada familia guarde cuidadosamente ciertos papeles; conveniencia de

que toda la familia conozca los compromisos contraídos; sugerencias para administrar el dinero. "Qué es lo que deseamos y necesitamos" indica que cada familia debe decidir lo que desea y necesita en base a su situación y características; la buena administración de los ingresos le ayuda a alcanzar los propósitos con la participación de toda la familia.

8. Crédito de consumo

Clases de crédito

- Venta al por menor... una ayuda o una trampa? ¡Ud. decida! San Francisco,BAND. Sin fecha. Hoja plegada.

Contenido: diferentes tipos de crédito comercial para el consumidor, sus características; costo del crédito en cada caso; reglas para comprar a plazos. Se podría mejorar el español para aclarar el mensaje.

Fuentes de crédito

- ¿Necesita un préstamo? ¿En dónde lo buscará? San Francisco,BAND. Sin fecha. Hoja plegada.

Contenido: razones por las cuales alguien puede necesitar un préstamo; requisitos para recibir préstamos; instituciones que otorgan créditos y condiciones en que lo hacen. Clara y útil.

- ¿Qué tiene de bueno una cooperativa de crédito? San Francisco, BAND ED 245. 1966. Hoja plegada, ilustrada.

Contenido: propósitos y beneficios de las cooperativas de ahorro y crédito; sencillo para motivación.

Costos del crédito

- No se deje atrapar por el crédito. San Francisco, BAND. Sin fecha. Hoja plegada.

Contenido: sugerencias para utilizar el crédito con el máximo de seguridad; cómo buscar el crédito que tenga el costo más bajo; precauciones antes de firmar un contrato. Información básica, clara, sensata.

- Se alquila dinero. San Francisco. BAND. ed 20 S. 1966. Hoja plegada, ilustrada.

Contenido: el costo del crédito varía según la fuente.

- ¿Va usted a comprar a plazos? Piense primero, compre después. San Juan, Puerto Rico, Programa de Orientación del Consumidor. Cuaderno Crédito No. 8. 1960. 15 p. ilustrado.

Contenido: presenta el caso de una familia que necesita muebles nuevos. El esposo se hace aconsejar por un amigo de experiencia. Las sugerencias son excelentes; conservan su validez en varias situaciones; están presentadas en forma clara y sencilla. Util para familias y para estimular la producción de materiales locales sobre el tema.

Contratos

- ¡Espere! ¿Qué está firmando? San Francisco, BAND. ED 17 S 1966. Hoja plegada. ilustrada.

Contenido: promesas que suelen ser incluídas en contratos de compra-venta; qué hacer

para no comprometerse peligrosamente al aceptar un contrato. Puede servir de modelo para preparar materiales locales ya que es necesario verificar en cada país lo que significa y a lo que obliga el contrato.

9. Vivienda

- Dabrowski, Denise y Marquina, Elda. El hogar rural. Caracas, Venezuela, Consejo de Bienestar Rural. 1960. 64 p. ilustrado.

Contenido: requisitos fundamentales del hogar rural; los ambientes del hogar; algunos medios para guiar a las familias rurales en el mejoramiento de sus hogares, incluye principios generales así como proyectos y prácticas; en un anexo se ofrecen sugerencias para ubicar los muebles en el hogar. Es fácil de leer y comprender; indica las interrelaciones entre la vivienda y otros aspectos de la vida familiar; incluye tópicos de administración-educación del consumidor en relación a la vivienda.

- Selección y financiamiento de la vivienda. San Juan, Puerto Rico, Universidad de Puerto Rico. 5° Taller de finanzas del hogar, 1961. 32 p.

Contenido: criterios para la selección de la vivienda; ¿comprar o alquilar una casa? ¿comprar o construir? la construcción de la vivienda, plano, factores que influyen el diseno, selección del constructor, tipos de construcción, costos; financiamiento. Contiene algunos puntos de interés, pero muchos se relacionan estrictamente con la situación en Puerto Rico; podría dar ideas de lo que se puede incluir en una publicación o manual sobre el tema a preparar en cada país o a nivel regional. Incluye sugerencias respecto a materiales y actividades de enseñanza.

10. Equipo y muebles para el hogar

Muebles (selección, cuidado, uso)

- Ahorre al comprar muebles. San Francisco, BAND. sin fecha. Hoja plegada.

Contenido: decida qué es lo que quiere; busque en varias mueblerías; compare mueblerías, comerciantes y sus técnicas de venta; examine los muebles para determinar su calidad; si compra a crédito, averigue la verdadera tarifa de interés anual.

- La gran búsqueda de muebles. San Francisco, BAND. ES 21 S. 1966. Hoja plegada, ilustrada.

El contenido es lo mismo que en la hoja anterior aunque más reducido; presentada con ilustraciones y leyendas en forma sencilla.

Equipo no eléctrico (selección, cuidado, uso, improvisación)

- Cómo hacer una tabla de planchar y su cuidado. Perú, SCIPA, Ministerio de Agricultura. Divulgaciones para el Ama de Casa No. 5, 1956?

Contiene instrucciones para hacer una tabla de planchar de madera, como acolcharla y forrarla.

- Es fácil mantener tu cocina limpia. Caracas, Venezuela, CBR. Sin fecha. Hoja plegada.

Instrucciones claras y fáciles para construir un recipiente y un recogedor para basura con materiales económicos.

Equipo eléctrico (selección, cuidado, uso)

- Serie de BAND, San Francisco, California. Hojas plegadas.

"Ahorre al comprar artefactos" incluye excelentes consejos en cuanto a la compra de artefactos electrodomésticos. "Ahorre al comprar repuestos para artefactos" indica qué hacer antes de buscar a un técnico además de consejos para la búsqueda. "Ahorre al comprar un televisor" da consejos claros y útiles en cuanto a la compra de dicho aparato. "Reparación de artefactos para obtener el valor exacto de su dinero" presenta algunas sugerencias relacionadas con la reparación de artefactos hogareños. "Tenga los ojos abiertos cuando compre televisión" da sugerencias elementales.

- Martín, Clara. Electrificación rural hogareña. ¡Siga la corriente! Luján de Cuyo, Mendoza, Centro Regional Andino, INTA.

Son cuatro folletos con una sola tapa, ilustrados. Los temas son la iluminación, la heladera, la lavarropa y la plancha. Cada folleto indica necesidades, uso y cuidado. Forman parte de un programa de capacitación de amas de casa en áreas rurales que se están electrificando.

11. Ropa y telas

Selección de ropa hecha

- Vestuario. Manual de orientación para grupos de estudio de consumidores. San Juan, Puerto Rico, Programa de Orientación del Consumidor, sin fecha. 33 p.

Contenido: fibras textiles naturales y sintéticas, características y usos de cada una; pruebas para reconocer las telas; acabados de las telas; compras de ropa de mujer, hombre, niños; cuidados de la ropa; compras de calzado; ropa para la casa, sábanas y cortinas. Incluye sugerencias para experiencias educativas en cada sección..

- Serie de hojas plegadas sin fecha del Programa de Orientación del Consumidor, Puerto Rico.

"Así es mi ajuar" contiene sugerencias para tener un surtido de ropas sin gastar mucho y cómo cuidar la ropa. "Cero mancha" es un folleto sobre métodos de sacar diferentes clases de manchas de las prendas de ropa. "Cuando vayas a comprar un traje" da sugerencias útiles sobre criterios a considerar al seleccionar vestidos para mujer en relación a tela, confección y entalle. "Guía para lavar y planchar" da consejos en relación con fibras naturales y sintéticas. "Las medias" se relaciona con la compra, cuidado y uso de las medias de mujer. "Zapatos para todos" da criterios para la selección y cuidado de zapatos para niños y adultos.

Selección de telas

- Cómo seleccionar la tela para las prendas de vestir. Nueva York, J.C. Penney y Cia. Hoja plegada. 1970.

Contenido: criterios para seleccionar telas, por ejemplo, relación entre la tela y el modelo a coser, comportamiento de la tela durante la confección, clase de cuidados que requiere.

- Conociendo los nuevos textiles. Nueva York, J.C. Penney y Cia. Hoja plegada.

Contenido: tipos de fibras (naturales sintéticas, mezclas); sus características; acabados de las telas; lavado; glosario de términos relacionados con el cuidado de las telas.

Cuidado de la ropa (lavado, aplanchado, almacenamiento, otros cuidados).

- Cómo lavar la ropa. México, ETAC/AID. Serie Saneamiento No. 2. 1965. 14 p.

Contenido: equipo sencillo para el lavado de ropa; técnicas para el lavado; cómo desmanchar la ropa; cómo guardar la ropa; sugerencias para demostraciones. Util para educadores que trabajan en áreas rurales.

- Telas nuevas. Lea las etiquetas al comprarlas. College Station, Texas A and M. Mp-646. 1963? 10 p. (reproducción de la Universidad de Puerto Rico).

Presenta información acerca de algunas fibras sintéticas; indica cómo conocer cada una, sus características, cómo lavarlas y plancharlas correctamente.

12. Salud y seguridad

Seguridad en el hogar

- Insectos y sabandijas caseros. ¿Qué hacer con ellos? Ciudad de Nueva York, Depto. de Bienestar Público. Form M-117j. 1960. Hoja plegada.

Contiene una lista de insectos y pestes caseros indicando dónde se encuentran y daños que causan; cómo controlarlos; precauciones para evitar accidentes con productos exterminantes.

Compra de medicinas y cosméticos

- Ahorre al comprar cosméticos y proteja su salud. San Francisco. BAND. Sin fecha. Hoja plegada.

Contenido: advertencias acerca del empleo de cosméticos en contacto con la piel y el cabello, que son sensitivos: leyes en los EUA acerca de cosméticos; no dejarse engañar por pretensiones exageradas acerca del producto. Buena información; es necesario explorar si hay leyes nacionales acerca de los cosméticos en cada país.

- ¿Gasta usted demasiado en drogas y medicinas? San Francisco, BAND. ED 25 S. 1966 Hoja plegada. Ilustrada.

Contenido: cómo obtener mejores precios al comprar medicinas; no se cure usted solo si no se trata de achaques menores y breves; las medicinas pueden ser venenosas. La buena alimentación hace innecesarias las vitaminas suplementarias.

Fraudes en aspectos de salud

(ninguna referencia)

13. Organización del trabajo

- Lave melhor com menos trabalho. Belo Horizonte, Minas Gerais. Brasil, ACAR. Sin fecha. Hoja plegada . Ilustrada.

Contenido: equipo y materiales necesarios para lavar y tender ropa; cómo lavarla y colgarla, sin maltratar a la ropa ni al ama de casa. Muy útil para familias de recursos limitados en países latinoamericanos, así como para educadores que trabajan con ellas.

- Simplificación del trabajo. College Station, Texas, Texas A and M University. Mp-646 1963? 10 p. Ilustrado.

Contiene seis principios básicos para simplificar el trabajo en el hogar; sugerencias detalladas acerca de cómo poner cada uno en práctica en el trabajo diario del ama de casa.

Presentación clara y sencilla; Útil para todos los países y niveles socio-económicos.

14. Publicidad y propaganda

- Gill, Leslie E. Publicidad y psicología. Buenos Aires, Editorial Paique. 1964. 235 p. Traducido por Federico López Cruz.

El contenido está presentado en 19 capítulos que se inician con definiciones de psicología y de publicidad, una lista de los principales medios publicitarios y una descripción de la investigación de mercados en que se basan las campañas publicitarias. Los capítulos IV al IX analizan la mente humana y su funcionamiento y los principales recursos empleados por la publicidad para atraer la atención. Los capítulos X al XIII se ocupan de las motivaciones humanas que llevan a tomar decisiones de consumo y temas relacionados. Dos capítulos particularmente interesantes son los números XIV y XV. El primero incluye varios tipos de influencias que emplea la publicidad para sugestionar al público consumidor. El capítulo XV incluye casi 30 motivos empleados por la publicidad de ventas, como por ejemplo: el motivo de la propiedad, el impulso gregario, la atracción sexual, el instinto paternal. Los capítulos restantes están relacionados con los factores que ayudan a que el consumidor retenga el aviso publicitario en la memoria. El capítulo final analiza algunas de las acusaciones que se hacen a la publicidad. Aunque el libro está dirigido a los publicistas, es también de interés para personas que orientan a consumidores, pues proporciona elementos en que basar el análisis crítico de la publicidad y propaganda que llegan a los consumidores en cualquier país; señala además las funciones sociales positivas de la publicidad, no siempre bien comprendidas.

15. General

- Nelson, Linda. Con la colaboración de Clara A. Martín. Administre su hogar: desate sus manos, abra su mente.....Turrialba, Costa Rica. IICA. 1967. 136 p.

Según las autoras, el libro fue escrito como texto para un curso de administración del hogar a nivel universitario, pero también puede ser útil para guiar a estudiantes y profesionales de otras disciplinas que tienen como meta comprender y orientar la vida familiar latinoamericana. El contenido está presentado en dos secciones, con un total de 10 capítulos. La primera parte, de orientación teórica, presenta los conceptos de valores, recursos, tiempo y decisiones. La segunda parte se orienta a la práctica de la administración del hogar. Este libro presenta una integración de la teoría de administración con la realidad de las familias rurales latinoamericanas. Las ilustraciones están basadas mayormente en datos obtenidos de un estudio antropológico realizado por la autora principal en Costa Rica. Cada capítulo incluye al final una lista de experiencias de aprendizaje para orientar al profesor en su tarea educativa. La bibliografía consultada es amplia y muy bien seleccionada de entre títulos pertinentes de las ciencias sociales y de la literatura norteamericana en administración para el hogar. Hasta ahora constituye el único texto de administración del hogar escrito en español, orientado para América Latina. Una de las autoras es latinoamericana, y la otra conoce y comprende muy bien la situación de las familias de esta región.

16. Cómo hacer compras (cuando no se refieren a un bien o servicio específico)

- ¿Quién toca la puerta? San Francisco, California, BAND. Sin fecha. Hoja plegada. Ilustrada.

Contenido: un vendedor ambulante llega a una casa, trata de convencer al ama de casa para que compre su mercancía; los esposos consideran si deben comprar o no. Muestra muy bien algunas técnicas de venta y señala criterios que puede utilizar el consumidor para decidir acerca de una compra. Util para familias y como inspiración para educadores.

B. Tentative Classification of Materials Published on Management-Consumer Education

1. Philosophy and basic concepts

(no references)

2. Methodology and educational materials

- Consumer education for disadvantaged adults: a guide for teachers. Illinois Teacher of Home Economics. XI (1): Fall 1967-68. 93 p. (Division of Home Economics Education, College of Education, University of Illinois, Urbana, Illinois, 61801 USA. US$0.50 per copy).

This issue of the magazine is devoted to describing the experience of working with a group of low income mothers over a two-year period in Illinois. The content of the project was related to management-consumer education in such aspects as nutrition, planning, decision-making, use of credit. Content: facilities; leadership; needs and objectives; generalizations; examples of different types of group meetings; evaluation with several devices indicated; activities carried out with the children whose mothers participated in the project; selected references. This issue of the magazine constitutes an excellent reference for persons interested in starting a similar activity in any country. The meetings and all the methodology can serve as stimulus for programme developers.

- Financing a new partnership. New York, J.C. Penney, Inc. A Money management teaching supplement.

This unit has been planned to help young people understand the need for learning money management. It is not a comprehensive unit, but rather a guide for helping young people explore the costs involved in establishing a first home. Four imaginary couples are used as cases to provide the "people" for the learning experiences. The experiences were planned to help understand the need for establishing goals, the value of financial planning, the inevitability of exceptions and problems that can alter plans. Includes a guide for the teacher, information on five key topics such as understanding your income and planning for regular expenses, and a sheet and sets of cards for a game to provide problem-solving experiences for the participants. This could provide inspiration for adaptation to other countries, other income groups, and other stages of the family life cycle.

- HEEP. Home Economics Educators Packages. Published by Home Economics Education Association, National Education Association, 1201 Sixteenth St., N.W. Washington, D.C. 20036 USA.

Each HEEP is formed in two sections: a teacher section with a statement of an idea, skill or attitude to teach, learning objectives, instructional approach, list of materials needed, evaluation instruments with keys; and a student section with pre-test, learning objectives, lessons, self-evaluation forms. HEEPs are designed as independent study units to be used by students with guidance from teachers.

Two four lesson units published in 1970 are of special interest for management-consumer education.

- The budget as a means to an end. Sister Barbara Forgét. Stock No. 261-08406. 1970. 14 p.

Purpose: for independent study in consumer education; in order for the student-consumer to realize the value of a budget, he must realize that the budget is a means to an end.

- The family budget. Sister Barbara Forgét. Stock No. 261-08404. 1970. 16 p.

Purpose: for independent study in consumer education; in order for the student-consumer to realize that every family must set its own limits and plan spending, he must have some knowledge of a family budget.

- HELPS. Home Economics Learning Packages. Published by American Home Economics Association, 2010 Massachusetts Ave., N.W., Washington, D.C. 20036 USA.

Each Help contains two sections: a teacher section with generalizations to be learned and the main ideas, the instructional objectives, the instructional approach, lists of equipment, materials and media needed, evaluation instruments and additional resources; and a student section with an introduction for motivational purposes, learning objectives, a pre-test, three or four lessons and a post-test. The Helps are usually prepared by classroom teachers, reviewed by a panel of experts and published by AHEA if the panel decides that the material will be helpful to other teachers in their efforts to individualize instruction in the classroom. These units are not suitable for use in Latin America as they are; many elements are valuable and could be used separately. The basic technique could be applied in the development of materials adapted to local situations. Four Helps of interest in management-consumer education are cited.

Help No. 1002 "Apples to zucchini" (1970) deals with the purchasing of fruits and vegetables; Help 1013 "Money Might" (1969) is designed to introduce the learner to the spending plan as a strategy for managing money; Help 1015 "On being a choosy consumer" (1970) is planned for learning food marketing and pricing practices as a basis for wise management of food dollars; Help 1016 "The consumer is king" (1970) is designed to acquaint the student with the more obvious facets of consumer rights and responsibilities in the United States.

- Teacher's guide to financial education. Department of Home Economics, National Education Association, Washington, D.C. 1967. 51 p.

The financial education unit is planned for young secondary school students. It provides suggestions to business education and home economics teachers for planning and teaching about finance. Four problems are tackled: not enough money, too much money, just enough money and where to go for answers. Cases are presented; on the basis of these basic finance and decision-making information is offered: credit, budgeting, investment. Excellent presentation, especially for North American teachers. Many suggestions could be adapted to other countries and to audiences other than secondary students.

3. Resources, general

Kinds of resources

(no reference)

Use of resources

(no reference)

4. Consumer organization

Cooperatives

- The CUNA programme in 1967-68. CUNA International Today. Madison, Wisconsin, USA. 1968? 11 p. illus.

Reports on progress achieved in the credit union movement in Africa, Canada, the Caribbean region, Europe, Latin America, the South Pacific, and the USA in 1967-68; general information for those interested in the movement.

- International Credit Union Yearbook of 1967. Madison, Wisconsin, CUNA International. 19677 64 p.

This publication presents statistics on the credit union movement in 1965 and 1966 together with an analysis of them. It also includes a description of a credit union and its structure.

- Success in 1967. Madison, Wisconsin, CUNA International. 1967. 10 p.

This is a progress report on CUNA/AID programmes in 15 countries in Latin America and Africa during 1967. The CUNA movement relates to the development of credit unions as a means of self-help within the less advantaged groups of societies.

Other kinds of groups

(No reference)

How to organize consumer groups

(No reference)

Motivation

(No reference)

5. Consumer protection

Legislation

(No reference)

Government agencies and institutions that protect the consumer

(No reference)

Private groups and institutions that protect the consumer

(No reference)

Frauds and quackery

(No reference)

6. Foods and nutrition

Food sanitation

(No reference)

Foods people ought to eat (nutritional requirements)

- Foods. An everyday guide. The 4-4-3-2 program.

This is a bilingual publication. See annotation in the equivalent Spanish section under title "Alimentos. Una guía para todos los días. El programa 4-4-3-2."

- Good food for good health.

This is a bilingual publication. See annotation in the equivalent Spanish section under the title "Buena alimentación para la buena salud".

Meal planning

(No reference)

Food purchasing

- Resende, Diva. Factors related to chicken consumption, specifically dressed chicken in Victoria, Espirito Santor Brasil. Unpublished M.S. Thesis. Ohio State University. 1969.

The main purpose of the study was to make available information related to consumer's reaction in terms of total chicken consumption; a second purpose was to form a basis for developing consumer education programmes in the region studied. Data were obtained from 116 homemakers by questionnaire in September 1968. The study aimed to determine the extent to which factors such as education, residence background, occupation, income, stage of family cycle, communication and modernity influence consumer behaviour in relation to chicken consumption, especially dressed chicken. Homemakers who bought dressed chicken tended to have higher income and educational levels when compared to the total sample; the other hypotheses were not supported statistically. The high preference for purchase of live chickens seemed to relate to a desire to obtain a good product in terms of sanitation, flavour and freshness; the preparation of a local sauce from fresh blood has conditioned some homemakers to buy live chickens.

- How María bought a new dress. The story of a careful food shopper.

This is a bilingual publication. See annotation in the equivalent Spanish section under the title "Como María compró un traje nuevo. La historia de una cuidadosa compradora de alimentos."

Food preparation (cooking techniques, recipes, techniques for preservation of nutritional value)

- Let's have fish.

This is a bilingual publication. See annotation in the equivalent Spanish section under the title "Comamos pescado."

Food preservation and storage

(No reference)

Making better use of foods (use of foods not commonly eaten, use of leftovers)

(No reference)

Foods for children

(No reference)

Consumer protection in foods and nutrition

(No reference)

Educational materials

(No reference)

7. Family finances

Family finance record

(No reference)

Budget

(No reference)

Children's financial education

- Moeller, Fay. Understanding our children. Attitudes about money. Storrs, Connecticut, College of Agriculture Extension Service, University of Connecticut. 1967. mimeograph.

This is a letter to parents related to the following questions: what should a small child know about money?, what does he learn from his parents? what can parents teach him on this topic? The content is valuable; can inspire educators to include the topic in family finance, family relations and child development.

General information

(No reference)

8. Consumer credit

Types of credit

(No reference)

Sources of credit

(No reference)

Costs of credit

(No reference)

Contracts

(No reference)

9. Housing

(No reference)

10. Household equipment and furniture

Furniture (selection, use and care)

(No reference)

Non-electrical equipment (selection, care, use, improvisation)

(No reference)

Electrical equipment (selection, use and care)

(No reference)

11. Clothing and textiles

Selection of ready-made clothes

(No reference)

Selection of fabrics

(No reference)

Care of clothing (laundering, ironing, storage, others)

(No reference)

12. Health and safety

Home safety

(No reference)

Buying medicines and cosmetics

- Education for consumer health. Reprint from Journal of Health, Physical Education, Recreation. 1965 (Feb.) 22 p.

Examples of the work of the US Food and Drug Administration are presented in four short articles: How safe is our food?, First facts about drugs, Health education vs. medical quackery, New teaching materials on consumer health.

Health frauds

(No reference)

13. Organization of work

(No reference)

14. Publicity and propaganda

(No reference)

15. General

- Homemaking handbook. For village workers in many countries. Washington, D.C., Extension Service, USDA. 1971. 237 p. No. PA-953 US Gov't. Printing Office.

This companion volume to Homemaking Around the World has three sections: how to begin, what to teach, how to teach. The appendices include conversion tables for various kinds of weights and measures as well as a bibliography. The approach is practical, based on everyday problems of the rural family in most parts of the world. It can be useful to personnel in home economics extension, community development, rural teaching, and health and sanitation programmes. Of special interest in management-consumer education are: work surfaces (p. 143-4), storing equipment (p.144), storing food (p. 146), home management (p. 166-171), fabric selection (p. 174), and management elements related to sewing for the family (p. 181-3).

16. How to shop (without reference to specific goods or services

(No reference)

APPENDIX IV

QUESTIONNAIRE USED IN DATA GATHERING PROCEDURES

(Información sobre Actividades en Administración del Hogar y Educación del Consumidor solicitada por la Dra. Virginia Lattes de Cásseres)

I. Antecedentes

En los programas de desarrollo rural se reconoce cada vez más claramente la gran importancia de capacitar a la familia para mejorar su administración, y a través de ello elevar su nivel de vida familiar y comunal. Sin embargo, se reconoce también que hay dificultades para introducir con éxito esta materia en los programas de acción. En la mayoría de los casos faltan materiales adecuados para utilizar con la población rural, no se conocen métodos especialmente eficaces, ni se sabe cómo interesar a las familias en aprender a administrar mejor, idea que suele aparecer como muy teórica.

Buscando respuesta a estos interrogantes, la FAO ha encargado a la Dra. Lattes de Cásseres que realice una recopilación de experiencias en la enseñanza de administración del hogar y educación del consumidor en comunidades rurales y suburbanas de diversos países latinoamericanos.

Se espera que como producto de esta recopilación pueda prepararse alguna publicación en administración que sirva de guía a los agentes de cambio de nuestros países.

Su colaboración en proporcionar la información que solicitamos es indispensable para el éxito de este proyecto, y tendrá repercusión amplia en la tarea de mejorar la vida familiar. Esperamos que eventualmente usted y su Servicio se verán beneficiados por ello.

II. Propósitos

Conocer experiencias en la enseñanza de temas de administración del hogar y educación del consumidor que se hayan realizado en comunidades rurales. Conocer los materiales educativos utilizados en cada caso.

III. Temas o tópicos que corresponden a las materias de Administración del Hogar y Educación del Consumidor

... Valores, Metas y Recursos
... Las decisiones familiares
... Administración de los ingresos
... Crédito de consumo
... Organización de las actividades familiares (o de la mujer)
... Simplificación del trabajo familiar (o de la mujer)
... Almacenamiento de los bienes familiares (ropa, equipo, alimentos, etc.)
... Selección y compra de artículos de consumo (ropa, alimentos, equipo, muebles, etc.)
... Cuidado, ubicación y uso correcto del equipo doméstico
... Utilización de servicios (por ejemplo, dispensario médico, lavadero o costurero municipal)

IV. Datos que interesa recibir

1. Nombre de la comunidad en que se realizó cada trabajo. Municipio o Estado. Nivel socio-económico de la comunidad, grupo o familias con que se realizó cada trabajo; nivel educacional.

2. Nombre de la Educadora y Supervisora que participaron.
Preparación de la Educadora en estas materias.

3. Actividades.
Temas tratados.
Métodos usados (por ejemplo, reuniones con plática, demostración, visitas, radio, otros).
Materiales de enseñanza utilizados y materiales entregados a las gentes (siempre que sea posible, se agradecerá que se adjunte copia de los materiales, por ejemplo, de algún folleto repartido).
Número de personas con las que se realizó la actividad. Edad y sexo. ¿Forman parte de algún Club u otro grupo organizado?

4. Evaluación de la actividad
¿Considera la Educadora y/o Supervisora que tuvo éxito? ¿Por qué?
¿Cuántas personas han adoptado las recomendaciones que se dieron?
¿Se ha solicitado a la Educadora que continúe este tipo de actividad?
Otros comentarios.

DONDE ENVIAR LA INFORMACION:

Se ruega enviar la información solicitada a:

Dra. Virginia Lattes de Cáseres
c/o IICA de la OEA
Londres 40, 1er Piso
México 6, D.F.

Teléfonos: 511-24-18
511-21-25

Si usted desea aclarar algo, sírvase hacer una llamada a cobrar a los teléfonos anotados, en horas de oficina.

APPENDIX V

"AN ESSAY ON CONSUMER EDUCATION"*

All human beings are consumers. "Consume" means "use" and each person uses some of the goods, the services, and the fruits of nature which are available in the world.

There is a tendency to describe as a "consumer" only the person with buying power. When the significance of the word is limited in this way, one can arrive at the conclusion that a large proportion of Latin Americans are not consumers and, as a consequence, one discards the idea of considering consumer education as necessary in the countries of the Region.

If one accepts the definition that consume means use, it is obvious that everyone uses air, water, and land; that there are many who practice barter in order to increase the number and quantity of goods and services available to them and that many others participate partially in the commercial world.

Upon entering any market, shop or store, each person is confronted by many alternatives. There are temptations and there are decisions to be made.

The quality of life which is achieved by each individual, family, community, and nation depends in large part upon the decisions which each member of the society makes in relation to consumption.

Decisions are made for various reasons and under diverse conditions of knowledge and emotion. Consumer education has as its objective the development of the ability of each person, individually or collectively, to make consumer decisions which are related to his values and desires as well as to those of the group to which he belongs.

A programme of consumer education includes teaching about what is available, what are the most important characteristics to consider when selecting certain products, how to use or care for the purchases and the environment, how to utilize adequately the different sources of credit considering their advantages and disadvantages, how to obtain information, how to make decisions, how to organize consumers in relation to producers, sellers, and government entities in order to obtain guarantees that what is offered complies with laws of price, sanitation, and safety; how to utilize consumers' unions to promote the making and carrying out of means to protect the consumer.

In Latin America, consumer education should consider as fundamental the predominance of wages and salaries which are relatively low, thus limiting the economic resources available for inversion in areas of consumption beyond the basic necessities of food, housing and clothing.

A large percentage of the family income in Latin America is destined for the purchase of food. The National FFHC Committees should be interested in the structuring of systems and programmes for orienting all citizens with respect to their powers and their rights as consumers as well as to advise governments, producers and distributors in relation to their responsibilities toward consumers.

(*) Prepared by: Linda Nelson, Regional Home Economics Officer, FAO Santiago, Chile. Presented at the Consultation of the Freedom from Hunger Campaign (FAO). Caracas, Venezuela, 21 October, 1970.

Up to the present, the only important consumer education campaigns in the Region have been carried out in the Caribbean Zone. Through congresses, consultations, and correspondence, the IOCU (International Organization of Consumers Unions), with headquarters in The Hague and consultant status with FAO, has been in contact with many organizations interested in favouring Latin American consumers.

Actually there are various projects related to consumer education in progress in Latin America. In Mexico, the National Productivity Centre has been developing teaching units, one of which refers to consumer education. The educational materials have been tested with various groups of Mexican teachers and extensionists. Both the materials and the instructions for their use should be on sale before the end of 1970.

In Chile, with the help of a donation from Consumers' Union, there is a consumer education project in progress in two asentamientos of the Agrarian Reform Corporation (CORA). The objective is to awaken the awareness of the homemaker in relation to the alternatives she has as a consumer and to develop her abilities as a buyer, whether this be of finished products or materials for household production. It is worth mentioning that the professionals who are guiding this project possessed years of experience in the use of traditional extension demonstration methods. They initiated the project, which required a complete change in methods, with certain doubts. After nine months of experimenting, these professionals (university level home economists) are convinved of the value of presenting alternatives to rural women and of discussing with them the possible consequences of the decisions to be made. In 1971 a descriptive report of the methods used should be available.

The philosophy of consumer education does not differ from the objectives of development. As each person becomes more conscious of the world which surrounds him of his responsibilities as a member of society, he will tend to unite with the collective efforts to achieve development. The full achievement of the potential which each individual possesses as an intelligent being capable of confronting new situations, making decisions, acting according to the decisions and facing the consequences, is the objective of consumer education. The goal of consumer education is to contribute to the formation of the individual and to his interrelation with his society in order to make society more just and more worthy.

APPENDIX VI

INVENTORY OF HOME MANAGEMENT ACTIVITIES IN LATIN AMERICA 1/

Year	Country	Persons Responsible	Activity
1957 and earlier	Puerto Rico	Amneris Díaz	Programa de Orientación del Consumidor (excellent publication).
		Carmen Busquets	Home Management Specialist, Extension Service.
	Caribbean	Elsa Haglund	La Economía de la Vida Familiar en el Caribe. FAO Mimeograph 05498; FAO/58/11 8608. Out of print.
1958	Uruguay	Jean Warren	Short courses and research on time use of rural homemakers for IICA, Southern Zone.
7	Brazil	Mary Louise Foster	Purdue Home Management Specialist assigned to Vicosa; stimulated home management department at School of Home Economics.
		Sonia Alvarenga	Has carried on this programme.
1960	Chile	Undergraduate students and Lydia Contreras	Based on publication of Jean Warren's work mentioned above, Sra. Contreras started a series of "memorias" on time use of different groups of homemakers in Santiago. This activity continued with variations and orientation from Virginia Lattes when she worked for IICA, Southern Zone, and by Linda Nelson, FAO Regional Home Economics Officer, until 1969 when enrollment in this School of Home Economics was stopped by university decree.
	Costa Rica	Linda Nelson	Field work for Ph.D. thesis on Home Management.
1961	Caribbean	Elsa Haglund	La Casa Habitación; Su Construcción y Mejoramiento. Translation by RTAC of work done by Miss Haglund for FAO in 1958. Pax, Mexico, 1961.
	Costa Rica	Ludmilla Marin Linda Nelson	International course at IICA, unit on home management.

1/ Prepared by Dr. Linda Nelson, Regional Home Economics Officer, FAO, Santiago, Chile. Presented to FAO Headquarters on 4 June 1970.

Year	Country	Persons Responsible	Activity
1961	Mexico	María Justina Laboy, Linda Nelson, others	IICA Northern Zone course on home management. Linda Nelson taught work simplifications.
1962	El Salvador	María Justina Laboy, Linda Nelson	Repetition of the course indicated above with another group of Northern Zone participants.
	Argentina	Linda Nelson	Use of tutorial system with Clara Martín, INTA, to prepare her to teach home management at Instituto Superior de Hogar. Agrícola, Bolívar, for future INTA home agents.
1963	Argentina	Linda Nelson	Continuation of the above activity. Clara Martín continued to teach the courses for several years.
	Puerto Rico	University	Curriculum Workshop in Home Economics developed teaching materials in home management.
?	Colombia	Linda Nelson	Short course at Tibaitatá for demonstration agents of the Ministry of Agriculture; included work simplification and finance.
1965	Puerto Rico	University	Curriculum workshop in Home Economics developed teaching materials in home management.
	Costa Rica	Linda Nelson	Graduate course in home management for female students at IICA, Turrialba.
1966	Perú	Ana Lauretta Díaz	Courses in home management taught at Agrarian University, La Molina.
	Costa Rica	Georgianne Baker	Developed a unit of six hours on decision-making which was used in the graduate school in the course The Family in Latin America; was mimeographed and circulated in Latin America.
	Argentina	Mary De Baca Angela Scarpati	Publication of a study of time use of homemakers in Pergamino; INTA activity. Mrs. De Baca is the wife of an AID adviser who was in Argentina at the time; Ing. Scarpati has obtained her MS in home management from Iowa State University.
1967	Costa Rica	Linda Nelson Clara Martín	Publication of Administre su Hogar: desate sus manos, abra su mente ... a home management text at IICA, Turrialba.

Year	Country	Persons Responsible	Activity
1967	Central America	Ruth Deacon	FAO Consultant; Levels of Living Studies in Central America NU-UND/F Reg/ 8 69-5 restricted. pub. 1968.
1968	Colombia	Hilda Saravia	Obtained MS at Cornell in home economics education and management and returned to teach at Manizales.
	Perú	María Pawelec	Obtained MS in home management at Iowa State University and returned to teach at La Molina.
	Costa Rica	Geo[illegible]anne Baker	Did field work in Costa Rica for her Ph.D. thesis in home management to be presented at Michigan State University in 1970.
	Brazil	Linda Nelson Virginia Lattes	Intensive one-month course in teaching of home management for university professors from several areas of Brazil, at Vicosa, under sponsorship of IICA, Southern Zone. (Dr. Lattes de Cásperes obtained her Ph.D. at MSU in 1968 in Education with minors in rural sociology and home management. Her thesis relates to teaching decision-making).
	Venezuela	Ana Lauretta Díaz	Home management course for home demonstration agents, Extension Service.
1969	Ecuador	María Pawelec	Contracted by IICA, Andean Zone, to teach short course in home management for home demonstration agents, Extension Service.
	Chile	Linda Nelson	Home Management course, 80 women School of Agriculture, University of Chile.
		Linda Nelson	Tutoring of Home management professor, Catholic University, Valparaíso.
	Argentina	Clara Martín Lina Masetto	Publication of pamphlets on consumer education; Consumer Union (USA) negotiating to have them reprinted in the US for Spanish audiences.
	Brazil	Diva Resende Ruth Deacon	Diva Resende obtained her MS in Home Management from Ohio State; thesis using Brazilian chicken consumption data; Ruth Deacon advisor.

Year	Country	Persons Responsible	Activity
1969	Mexico	Virginia Lattes de Cáceres Teresa Camboa	Preparing and testing of educational materials on decision-making and consumer education for Centro Nacional de Productividad.
	Chile	Linda Nelson	Collection of Spanish and English consumer education materials in RLAT, Santiago, with cooperation of IOCU.
		Linda Nelson Oriana Tasso	Utilising a grant from CU, Home Economists from SAG (Servicio Agricola Ganadero) are developing a pilot programme in consumer education in two agrarian reform communities.
1970	Venezuela	María Pasaleo	Contracted by IICA, Andean Zone, to teach short course in home management for home demonstration agents, MAC (Ministerio de Agricultura y Cría), San Felipe.